DOCUMENT RESUME

ED 310 012 SO 019 988

TITLE Black History at Your Doorstep: Resource Packet 1985-1986. Volume 1.

INSTITUTION Maryland Commission on Afro-American History and Culture, Annapolis.; Maryland State Dept. of Education, Baltimore.

PUB DATE Feb 85

NOTE 155p.; Portions contain smudged type. Best copy available.

PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052) -- Reference Materials - General (130)

EDRS PRICE MF01/PC07 Plus Postage.

DESCRIPTORS *Black Achievement; *Black Culture; *Black History; Black Literature; *Black Studies; *Curriculum Enrichment; Elementary Secondary Education; Genealogy; Racial Attitudes; Racial Bias; Racial Relations; Resource Materials; Social Attitudes

IDENTIFIERS Maryland

ABSTRACT

This packet of resource materials was compiled to help teachers infuse the study of Afro-American history and culture into the curriculum throughout the school year. The packet contains both informational materials and sample activities. In order to assist teachers in studying the Afro-American experience in their own communities, special emphasis was placed on three subject areas; (1) the Afro-American family; (2) oral history techniques; and (3) the Afro-American experience in Maryland. Special activities follow each of these sections. Reproducible classroom activities for elementary and secondary students are included covering a wide variety of topics relating to Afro-Americans. Other items in the packet include: (1) a listing of libraries, archives, and museums in Maryland for studying Afro-American history; (2) an 81-item annotated bibliography of books and audio/visual aids; and (3) a speakers list of resource people having expertise in various topics related to Afro-Americans. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

313170

BLACK HISTORY AT YOUR DOORSTEP

ED310012

RESOURCE PACKET 1985-1986

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Developed by
THE MARYLAND STATE DEPARTMENT OF EDUCATION
and
THE MARYLAND COMMISSION ON AFRO-AMERICAN HISTORY AND CULTURE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joseph L. Shilling

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

VOLUME I

BEST COPY AVAILABLE

PACKET PLANNING COMMITTEE

Maryland State Department of Education
- Jill Moss Greenberg, Office of Equal Opportunity (co-chair)
- Mary Louise Jones, Office of Equal Opportunity (co-chair)
- Larry Chamblin, Public Information Office
- Bonnie Copeland, Superintendent's Assistant for Local Liaison
- Margaret Holiday Crews, Division of Instruction
- Ademola Ekulona, Division of Instructional Television
- Woodrow Grant, Office of Equal Opportunity
- Rosa Presberry, Division of Media Services
- Linda Shevitz, Office of Equal Opportunity
- Jodellamo Statum, Division of Certification and Accreditation

Maryland Commission on Afro-American History and Culture
- Barbara Jackson, Community Education Officer (co-chair)
- Jeanette Fox Fausz, Historical Researcher
- Mary S. Johnson, Vice Chairman
- Roland C. McConnell, Commissioner

Other Institutions and Organizations
- Sharon Blake, Baltimore Teacher's Union
- Lola K. Crawford, Mid-Atlantic Center for Race Equity
- Clara Floyd, Maryland State Teacher's Association
- Janice Grant, Havre de Grace High School
- Phebe Jacobsen, Maryland State Archives
- Keith Johnson, Maryland State Teacher's Association
- Guffrie Smith, Principal, Appeal Elementary School (Lusby, MD)

COVER ILLUSTRATION: Mr. William Joyner
SPECIAL THANKS TO: Virginia Beauchamps, University of Maryland

MARYLAND STATE BOARD OF EDUCATION

Mr. Frederick K. Schoenbrodt, President

Mr. George Asaki, Vice President

Mrs. May B. Bolt
Dr. Mary Elizabeth Ellis
Mr. Herbert L. Fishpaw
Mrs. Joanne T. Goldsmith
Ms. Rosetta G. Kerr
Mrs. Albertine T. Lancaster
Mr. Lawrence A. Shulman

Mr. David Hornbeck,
Superintendent of Schools

MARYLAND COMMISSION ON AFRO-AMERICAN HISTORY AND CULTURE

Mrs. Phebe R. Jacobsen, Chairman

Mrs. Mary S. Johnson, Vice Chairman

Dr. Roland C. McConnell
Rev. James J. Fuller
Dr. Louis R. Harlan
Mr. William H. Kiah
Dr. Elizabeth Murphy Oliver
Mrs. Verda F. Welcome

Mr. Carroll Greene, Jr.,
Executive Director

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or handicapping condition in matters affecting employment or in providing access to programs. For inquiries relating to departmental policy, contact the Office of Equal Opportunity.

Maryland Commission on Afro-American History and Culture

Administrative Offices **The Banneker-Douglass Museum**
84 Franklin Street
Annapolis, Maryland 21401

301 – 269-2893

Dear Educators:

It has been an honor and a privilege for the Commission on Afro-American History and Culture to participate in the development and compilation of this packet. One of the primary functions of our Commission has been to bring knowledge and awareness of the Black Experience in Maryland to all its citizens-the young and the old alike. What better way to do this than by augmenting the activities, discussions and available resources suggested by Resource Packet 1985-86, Black History At Your Doorstep. We encourage use of the packet throughout the school year.

Sincerely,

Phebe R. Jacobsen

(Mrs.) Phebe R. Jacobsen
Chairman

ACKNOWLEDGMENT OF BLACK HISTORY PACKET

In the fall of 1984, the Maryland State Teachers Association at their annual convention stated the following:

> The Maryland State Teachers Association supports the three year project of the Maryland State Department of Education and the Maryland Commission of Afro-American History to mainstream black history and culture into the curriculum of the Maryland schools year round, and urges its local affiliates to become involved in its promotion and implementation.

Proclamation from the Office of the Governor

AFRO-AMERICAN HISTORY MONTH

FEBRUARY 1985

WHEREAS, Afro-Americans have made outstanding contributions of lasting significance to the culture and history of the United States; and

WHEREAS, A recognition and an appreciation of these contributions and heritage is essential in the development of a better understanding on the part of all Americans; and

WHEREAS, The Maryland Commission on Afro-American History and Culture invites the citizens of Maryland to share in the observance and objectives of Afro-American History Month and to reflect on the national theme, "The Afro-American Family: Historical strengths for the New Century";

NOW, THEREFORE, I, HARRY HUGHES, GOVERNOR OF THE STATE OF MARYLAND, do hereby proclaim February, 1985, as AFRO-AMERICAN HISTORY MONTH in Maryland, and commend this observance to all our citizens.

Given Under My Hand and the Great Seal of the State of Maryland, this 1st day of February In the Year of Our Lord, One Thousand Nine Hundred and Eighty-Five

Harry Hughes
Governor

Lorraine M. Sheehan
Secretary of State

TABLE OF CONTENTS

This packet contains the following materials:

	page(s)
PACKET OVERVIEW, OBJECTIVES, AND USAGE	1-3
INTRODUCTION	4
THE AFRO-AMERICAN FAMILY	
Historical Strengths for the New Century	5
Family Support Networks in Black Families	6
Tracing Family Roots: Helpful Hints	7
The "How" in Genealogy	8
ROOTS: Family Tree	9
Questions to Help You in Writing Your Family Tree	10
Focus on Tracing Your Family Roots	11
Tracing Your Family Roots	12
My Family Tree	13
Selected References on Black Children and Their Families	14-17
Selected References on Black Genealogy and Black Names	18-20
ORAL HISTORY TECHNIQUES	
Goals and Guidelines	21-22
Oral History and the Oral Interview	23
Steps in an Oral History Program	24
Interviewing for Oral History	25-27
Oral History Interview - Student Activity	28-30
Oral History Assignment - Student Activity	
MARYLAND AFRO-AMERICAN HISTORY	
Little Known Facts	31-33
Did You Know?	34
Who's Who in Maryland Afro-American History	35-37
-Questions and Activities	
ACTIVITIES - ELEMENTARY	
Black Scientists and Mathematicians	39-59
Black Americans in Education	60-74
Black Americans in the Literary Arts	75-90
ACTIVITIES - MIDDLE/SECONDARY	
Afro-American History and Culture	92
exploratory and developmental	92
language arts	93
oral communication	93
drama	94
music	94

TABLE OF CONTENTS (Cont'd)

	PAGE(S)
ACTIVITIES - SECONDARY (Cont'd)	
Afro-American History - Short Reports	95
Suggested Topics for Studying Afro-American History Year Round	96-97
RESOURCES FOR STUDYING AFRO-AMERICAN HISTORY IN MARYLAND	98
Museums as Resources	99
Archives as Resources	100-101
Alphabetical Listing of Museums and Archives in Maryland	102-113
Alphabetical Listing of the County Courts of Maryland	115-116
Library Resource Materials	117-126
SPEAKER'S LIST	127-133
BLACK HISTORY INPUT FORM	134

TERMINOLOGY

There are many different ethnic groups in America, arriving in this country from Asia, Africa, and Europe, thus creating the European, Asian, and Afro-Americans. All but one of these ethnic groups of people in America are categorized, associated, or identified with a nationality. For example, Italians are identified with Italy, the British with Great Britain, and Germans with Germany. However, the one ethnic group that is not associated or identified with any nationality has been referred to as Colored, Negro, Black and Afro-American. Much confusion is caused by the emotional content of each word. Nevertheless, there is a general agreement among this ethnic group, that both the terms Afro-American as well as Black American is acceptable. Therefore, both terms will be used throughout this resource packet.

OVERVIEW

The Maryland State Department of Education and the Maryland Commission on Afro-American History and Culture and its Banneker-Douglass Museum agreed to work together on a multi-year project to develop materials and activities about Afro-American history and culture.

This educational project is a new effort to recognize and study the historical roles and contributions of Afro-Americans to the development of America and the State of Maryland.

On June 25, 1984, the Educational Committee on Afro-American History and Culture was formed. The committee was made up of teachers, administrators, historians, public relations specialists, archivists and staff specialists from the Maryland State Department of Education. Committee personnel were selected based on their expertise and involvement with the subject matter and related issues.

PACKET OBJECTIVES

The general objectives of the packet materials are to help students, teachers, and administrators gain and maintain year round:

KNOWLEDGE of the changing roles of Afro-Americans throughout Maryland and the nation's history--

- changes related to attitudes, expectations, and lifestyles of Afro-Americans
- changes related to the Afro-American quest for social, political, and economic equity
- changes related to Afro-Americans and the work force

AN APPRECIATION of the contributions, strengths, interests, and abilities of Afro-Americans (both "famous" and "unsung") throughout the history of Maryland and the nation, using the packet sampling as examples for:

- identification of specific accomplishments of Afro-Americans as people
- identification of the challenges faced and obstacles overcome by Afro-Americans
- identification of goals and personal qualities held individually and in common by Afro-Americans

AN AWARENESS of issues of particular concern to Afro-Americans of the past, today, and in the future, including the issues of:

- expanding career options
- discrimination
- changing lifestyles and economic conditions

AN UNDERSTANDING of personal attitudes related to Afro-American culture and lifestyle

USING THE PACKET

The following materials have been compiled by the planning committee in hopes that teachers will infuse the study of Afro-American history and culture into the curriculum throughout the school year and not only during February—Afro-American History Month. Teachers are particularly encouraged to identify and study Afro-Americans in their own geographical areas since this packet touches only a few of the hundreds of Afro-American men and women who have served local communities, the state, and the nation. Next year, we hope to share your findings with the rest of Maryland's educational community by including the information you send us in our 1986-1987 packet.

This year's packet contains both informational materials and sample activities. In order to assist teachers in studying the Afro-American experience in their own communities, special emphasis has been placed on three different subject areas: The Afro-American Family, Oral History Techniques, and the Afro-American Experience in Maryland. Special activities follow each of these sections. Other reproduceable classroom activities for elementary and secondary students are included covering a wide variety of topics relating to Afro-Americans. It is hoped that these activities will be selected, modified, expanded, and augmented according to the needs and interests of the students in individual schools and community settings. They may also be adapted for different grade levels.

Other items in this packet include a listing of libraries, archives, and museums in Maryland for studying Afro-American history; a bibliography of valuable books and audio/visual aides; and a speaker's list of persons having expertise in various topics related to Afro-Americans.

We welcome any information, suggestions, and activities that you may wish to share with us. Some activities from several Maryland schools have been included in this packet, but we hope that through your cooperation and efforts more of your ideas and activities will be submitted for next year's packet.

INTRODUCTION

Discovering history can be a lot of fun when you do your own exploring. But don't look only in books. The most interesting history is in the people and places all around you.

Your own home may hold special treasures--perhaps a hand-made quilt passed down for many generations. Who made this quilt? Is there a special story about its design? About the pieces of cloth from which it is made? Perhaps the quilt was important during slavery. Quilts were often used as signals to runaway slaves. If a quilt was hung one way on a clothes line, it meant, "Stay in hiding. Danger." If it was hung another way, it meant, "It's safe to move along." Some older members of your family might be able to tell fascinating stories about a quilt, or a vase, or a painting in your house.

Old pictures and family photograph albums can also have interesting stories to reveal. What kind of house did your grandparents live in? Did they live in more than one place? Why did they move? Perhaps they had to move in the great depression, looking for work, or because the father of the family was killed in World War II. Discovering events like these in your own family can tell you about important occurrences in your state, in your country, and in the world.

Discover history by talking with the people in your community. Is there a woman that people come to for help because she is so wise and understanding? What stories she might be able to tell about the old days! Or is there a great story teller and joker that people just naturally gather around to listen to? Get him talking about times before you were born. The oldest member of your family may be able to tell you a great deal about your family's roots. Or maybe you can collect old songs or learn dances that people used to enjoy. All these are part of history.

Sometimes curious old buildings, even broken down relics of former buildings, have stories to tell about black history. Ask people living in the area if they know how the building was used, or why it was abandoned. Or try to locate the history of a building that everyone still finds important--like your church. What does its cornerstone say about when it was built? What information can you find on tombstones in the church cemetery? Is there a cemetery in a corner of a field where slaves were buried? Why are there no tombstones? Does your church have record books from the old days? Perhaps someone in charge will let you look at them. You might find names of former members, or the dates of marriages and baptisms, or how much it cost to build the church and how many people contributed. Diaries or letters that belonged to families in your community may still be stored in people's attics. Others may be kept in collections in libraries, archives, or county courthouses. Old ledger books can be fascinating to look at because they can tell things like how much a man earned for a month's work or how much a bushel of corn sold for.

You may find neighbors who were leaders in the civil rights movement or perhaps a teacher remembers when schools in Maryland were segregated. Other black people in your community may have broken occupational barriers--becoming accountants or dentists or lawyers. Some may have been elected to political offices.

Try to develop your curiosity about things around you, and then try to find answers to your questions. Before you know it, you'll be a historian!

THE AFRO-AMERICAN FAMILY

aaalh
© The Associated Publishers, Inc.
The Publishing Agency of
The Association for the Study of Afro-American Life and History, Inc.
1401 - 14th Street, N.W. Washington, D.C. 20005 (202) 667-2822

The Afro-American Family: Historical Strengths for the New Century

by Faustine C. Jones-Wilson

Howard University

Throughout history the Afro-American family in the United States has been a basic unit for sharing affection and for rearing children, but also a social system through which the subsystems of the larger society would be learned, negotiated, and conquered.[1] The family has, over time, provided for its members a sense of "peoplehood," always in the face of ongoing efforts from the majority group to reduce Blacks to property (chattel, not people), maintain them as second-class citizens, or to assimilate them on dominant-group terms. Through the family, Afro-Americans have maintained supportive self-help relationships through each disruptive phase of the Black experience in the U.S.—slavery, the sharecropper era, mass migrations to urban areas in two separate areas of the twentieth century (World War I and World War II), the struggles for equal civil rights, economic downturns, inflation, housing displacements due to urban renewal, gentrification, and reassembly. Black survival has depended in no small measure on the cohesiveness, support, and resilience of the Black family.

These major disruptions to an orderly existence have altered Black family life, as well as the family life of other groups in this country. Strong extended Black families were dissipated because of migratory patterns of younger family members. Increasing costs and the anonymity of the city interfered with the presevation of the augmented family pattern, where unattached children or older people were permitted to share households unrelated to them by blood. Value shifts in the larger society, such as emphasizing "me first," "looking out for number one," "do your own thing," have influenced some impressionable Blacks to forego traditional loyalties to family as they pursued self-enhancement and personal goals rather than endorse and support the collective spirit embodied in family-aid ventures. Separation and divorce have resulted in broken homes. In 1979, more than half of all Black babies were being born to unmarried women,[2] many of them younger than eighteen years of age and not yet high school graduates. These shifts and changes, along with other factors such as reduction in federally funded family assistance programs, incarceration of Black men, etc., threaten the future stability, security, and life of Black families.

For the new century, Black people must make individual and group decisions to create and maintain their families in spite of social forces that would undermine them. Teen-agers must be taught responsibility for their activities, including how irresponsible it is to have sex and produce babies merely for their immediate pleasure and gratification, or because of peer-group pressures—without regard for the consequences. Black adults of all social classes and income groupings must commit themselves to programs of assistance to Black children and youth so that a network of role models, organizations, and resources is created to replace the community support systems that have faded in the last twenty-five years. We must make conscious decisions to share our knowledge, skills, and resources with one another based on the moral commitment to strengthen and maintain our families into and through the next century.

We must maintain our families because our children's roots are there. It is in the family that they develop a healthy self-concept, a sense of belonging, pride, dignity, and self-confidence based on their achievements and those of others in the group, and learn to feel a need to contribute to their families and communities—as well as to meet their personal goals.

The needs of children are urgent, and so it is common to emphasize those in relation to developmental stages and family membership. In 1985, though, it is crucial to emphasize that family members need each other throughout the life span, and to rededicate ourselves to meeting the needs of young adult strivers, the stable middle-aged segment, and elderly matriarchs/patriarchs. Only when each family accepts the responsibilities attendant to actualizing the moral commitment of *maintaining* itself as well as *establishing* itself will our families remain strong. Caring and sharing are historical strengths of Black families that are still essential to our survival and progress as we approach a new century in which our struggle for equal humanity continues unabated.

Authentic communication across generational lines and within the extended family unit is of utmost importance in establishing and maintaining family strength and mutual aid patterns. We must communicate so that we can make decisions together for the common good. Educating our young; acquiring and maintaining homes, farms, businesses; making investments; caring for the elderly, the ill, and/or the handicapped—all require cooperation that begins with ongoing communication based on trust, mutuality, and reciprocity among family members. The intent to grow and progress involves planning, conscious choices, and moral commitment among families working together for their common good against the obstacles erected against them by a larger society that still denies their essential humanity and equality.

[1] Andrew Billingsley, *Black Families in White America* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968).

[2] Suzanne Bianchi and Daphne Spain, *American Women: Three Decades of Change* CDS 80-8 (Washington, D.C.: U.S. Government Printing Office, August 1983), p.6

The Family Support Networks in Black Families

by Harriette P. McAdoo, Ph.D.

There is a wide theoretical agreement on the supportive role that the involvement within the extended family has played in stress reduction within Black families. There is almost universal agreement that the family units of mother and child have been strengthened by the support networks of family and friends. However, few empirical examinations have been made of the actual family involvement and its relationship with the stress levels of the mothers. In addition, not all families are involved in the by now almost stereotypical "extended family." Therefore this paper will examine some of the theoretical tenets that have been presented about the support networks and individual well-being in the families of Black single mothers.

While there has been theoretical agreement on kin support and stress reduction, there has been controversy on whether the extended kin-support patterns in Black families are cultural patterns that are retained from African family structures (Nobles 1976; Sukarkasa 1980), or are survival tactics that are required under discrimination and economic isolation (Scanzoni 1971; Heiss 1981). If the economic theoretical view of kin help is applicable, then those who are no longer poor should have lower levels of kin involvement and help exchanges. Under this approach single mothers who are of middle-class socioeconomic status would have less involvement with kin than working-class mothers. However, the importance of Black family support networks has been found to transcend SES and mobility over different generations (McAdoo 1978). Therefore, the cultural theoretical view will be applied to the relationship of economic status, kin involvement and self-esteem of mothers.

Black women have traditionally relied upon their family for support when raising children alone (Aschenbrenner 1978; Hill 1971; Martin 1978; Stack 1975). The involvement in kin and friend support systems are felt to provide support in both the instrumental and expressive functions that fall upon the mothers. Mothers in these circumstances have been found to have high levels of stress and depression (Belle 1979). Even when in more secure economic status they appeared to be facing more significant stressful life changes than were women who were married (McAdoo 1980).

One basic assumption of the study is that family functioning will be enchanced when the mother has feelings of positive self-worth. The second assumption is tht close involvement within support networks will help to alleviate the stresses of single parenting. It was therefore hypothesized that mothers who are enmeshed within the supportive networks of extended families and friends will tend to have lower levels of stress and higher self-

esteems. Specifically it was predicted that mothers with frequent contact and exchange of support with members of their networks will also have lower stress and anxiety, and higher self-esteem.

The support and help provided by the intergenerational family units was one key ingredient that enabled these Black families to be able to cope with the stresses and role overload that they experienced as employed single mothers. They experienced stresses more strongly in the areas of finances, housing and work-related areas. They were maintaining themselves above poverty while under severe levels of perceived and actual stress.

The grandmothers were identified as the persons within the family with whom the mothers felt closest, along with their sisters. They maintained very close relationships with the female members of their families. These relatives were noted as being the persons who had been most supportive to them in their roles of single mothers. They felt close to their family members and felt that the amount of contact with them was about right.

However, single mothers of lower stress levels and higher self-esteem, appear to be those who are able to maintain themselves independent of dense family relationships, but who fell close to their family and are able to easily get to the different generations of their families in times of crisis.

Aschenbrenner, J., "Extended Families Among Black Americans," *Journal of Comparative Families Studies 4*, 1973.

Bell, D. et al, "Depression and low-income female-headed families," *Families Today*, Vol. 1. A Research Sampler on Families and Children NIMH Science Monograph, Rockville, MD, USDHHS, 1979.

Heiss, J., "Race, SES, and women's attitudes regarding marriage and the family." In H. McAdoo (Ed.) *Black Families*, Beverly Hills, California: Sage Publications, 1981.

Hill, R. *The Strengths of Black Families*. New York: Emerson Hall, 1971.

Martin, E. and Martin, J. *Black Extended Family*. Chicago: University of Chicago Press, 1978.

McAdoo, H., "Factors related to stability in upwardly mobile Black families," *Journal of Marriage and the Family*, November 1978.

McAdoo, H., "Role of Black women in maintaining stability and mobility in Black families," chapter in *The Black Women. Current Research and Theory*, L. Rose (Ed.), Beverly Hills, California: Sage Publications, 1980.

Nobles, W.W., "A formulative and empirical study of Black families." Washington, D.C., DHEW, OCD, OCD 90-C-255, 1976

Scanzoni, J. *The Black Family in Modern Society*. Chicago: University of Chicago Press, 1971.

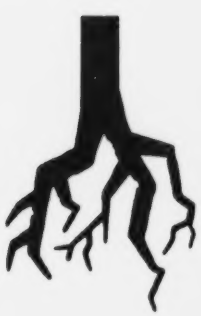
Stack, C. *All Our Kin. Strategies for Survival in a Black Community*. New York: Harper & Row, 1975.

Sudarkasa, N., "African and Afro-American family structure." *The Black Scholar*, Vol. II, No 8, November/December, 1980

TRACING FAMILY ROOTS

NOTE: It may be more difficult to trace ancestors through historical records if you have Native American ancestors, if your ancestors came to the U.S. after 1880, or if you are looking for a Black slave ancestor.

HELPFUL HINTS



Native Americans - Use the pamphlet "Major Genealogical Record Sources of Indians of the U.S." (Available from the Genealogical Society, 50 E. North Temple Street, Salt Lake City, Utah 84150)

Immigrants after 1880 - Use the book **American Origins** by Leslie Pine (Doubleday and Co., Inc., 1960) to help send for records overseas.

Slave Ancestry - Try to discover African names, songs, or folklore that have been handed down; look for slave registration and emancipation records.

Free Black Ancestors - These may be difficult to find because children of free Blacks were often kidnapped and sold as slaves. Try to start with 1850 census records.

A valuable resource in Maryland for tracing your ancestors is the Maryland Historical Society, 201 West Monument Street, Baltimore, Maryland. 685-3750.

SOURCE:
Who Do You Think You Are? Suzanne Hilton, Westminster Press, Philadelphia, 1970.

THE "HOW" IN GENEALOGY

The Association for the Study of Afro-American Life and History insists that, with expert guidance from this organization of historians, youth and adults can find out more about their own families:

1. Everyone has four grandparents, four links to the past – your mother's parents and your father's parents. Start tracing one line at a time.

2. Find out how much your parents know about their relatives. Write the information down or use a tape recorder. You will need to permanently record and file all the information you gather. After each interview, print (use an ink pen, pencil fades) or type the information on good quality paper. Also note the name of the person or other sources from which you got your material and the current date so you can easily re-check your information.

3. Keep a genealogy chart with the names of all your relatives, including birth, death and marriage dates beside their names. List children in the order of their birth under each set of parents. You may also want to keep separate sheets on each individual, noting that person's occupation, interests and memberships, the date and place of birth and the date, place and cause of death.

4. To fill gaps in your genealogy research, talk to your oldest living relative. Find out how far this person can remember. Give this person time to think. It may take him or her hours, days or weeks to remember a relative's name or the places your relatives have lived – be patient. Ask how your relatives made a living, where they lived, what they were like, who they married, the names of any children and so forth. Also write down family legends and stories. You may find that an old tale has a grain of truth or at least can offer you a clue to the past.

5. Many families record marriages, births and deaths in bibles. Find out if such a bible exists in your family. Sometimes the family recorded such information in a book other than in a bible. And some families wrote family histories, so you should ask about these things too. After you have talked to relatives, maybe an older neighbor might remember some of the things that relatives could not.

6. Follow the leads that suggest you meet other persons who may have, even slightest, connection with your family. Some of these persons, new to you, may be veritable store-houses of information.

7. Now further search for clues to your past will become more difficult. You will have to track down records and papers that may be miles away from home. You can visit these places or write to them.

8. By now, you will need to read books and magazine articles on the subject of genealogy to find other sources for clues to your past.

9. Consult census schedules from 1790 to 1860 which list freed blacks. The slave census schedules identify slaves only by age, sex and the names of their owners. So it was not until the 1870 census, five years after the official end of slavery, that the majority of blacks were counted in the census. All of the census schedules from 1800 through 1880 and the 1900 schedules are available for public use at the National Archives in Washington, D. C. or regional branches throughout the country.

10. Before you go to the National Archives or one of its regional branches, you should trace your family through wills, birth certificates (usually in state archives) and death certificates (often in local court houses or health departments), manumission (freedom) records and church membership rosters. Birth certificates give the place of birth and the names of parents. Death certificates give the place, time and cause of death. Manumission records give physical descriptions of the freed person.

11. Black men have fought in every American war, so some of you may be able to find the names of relatives in military references on black men in the National Archives.

12. You may end up visiting cemeteries to check the names on gravestones. In any case, Alex Haley, the author of the book *Roots*, spent nine years looking for his roots in Africa. You may not find your link to Africa, but you will find a lot of new and interesting things about the people who came before you and therefore made your existence possible.

Kairaba Kunta Kinte
The holy man who came to the village of Juffure because it was dying from the lack of rain. This holy man prayed ceaselessly to Allah for five days. His prayers were answered, and he, with the help of Allah, saved Juffure.

Sireng
The first wife of Kairaba Kunta Kinte

Yaisa
The grandmother whom Kunta Kinte loves and the much-admired second wife of the holy man Kairaba Kunta Kinte

Janneh and Saloum
Omoro's half-brothers and the two sons Kairaba's first wife, Sireng, bore him

Omoro
The son of Yaisa and Kairaba Kunta Kinte

Binta
The beloved mother of young Kunta Kinte

Bell
The "big house" cook who marries Kunta Kinte in 1789 in Spotsylvania County, Virginia, when she is just over forty years old and he is thirty-nine.

Kunta Kinte
The young Mandinka warrior who is kidnapped at the age of seventeen by slave traders in 1767

Lamin, Suowdu, Madi
These three boys are Kunta's younger brothers. Kunta never sees his young brothers again after he's captured.

Tom Lea (Moore)
The white master Kizzy is sold to in 1805 when it is discovered by her Massa Waller that she helped a young slave named Noah escape by forging freedom papers for him. Tom Lea rapes Kizzy the first night she is delivered to his poor farm.

Kizzy
Named by her father Kunta Kinte. Her name means "stay put." Kunta names her that because he is aware of Bell's dread fear that her baby might be sold away from her.

Chicken George
Kizzy's only child, and his father is his white master, Tom Lea. George is named by Tom Lea, and he gets the nickname "Chicken George" when he shows a great talent at training winning game cocks.

Matilda
Marries Chicken George in 1827, in Caswell County, North Carolina. Matilda is the patient wife who bears Chicken George eight children.

Irene
The half-Indian slave Tom marries in 1859, when he and his family are sold to another master by Tom Lea. Irene bears Tom eight children.

Tom
Although Tom is not the oldest son in the family (he is 5th of eight children) Matilda chooses him to be the "man of the house" when Chicken George is "loaned" to the Englishman to whom Master Tom Lea owes a great deal of money.

Will Palmer
The much-respected and successful lumber company owner in Henning. Will got his lumber company in 1874 with the help of a white banker and other white businessmen in Henning, Tennessee.

Cynthia
Born in Alamance County, North Carolina, the sixth child of Tom and Irene. Cynthia married Will Palmer in 1893.

Zeona
Second wife of Simon Haley after death of wife, Bertha.

Simon Alexander Haley
Son of sharecroppers Alec and Queen Haley. Simon worked his way through college. Marries one of Henning's favorite young ladies, Bertha George Palmer. He became a college professor after receiving his Master's degree from Cornell University.

Bertha
The first college graduate in the family. Marries Simon Alexander Haley in 1920, and their son is Alex Haley. Bertha dies at a young age.

Alex Haley
The oldest son of Bertha and Simon Haley. Graduated high school at 15 years of age, spends two years in college and in 1939 entered the Coast Guard for twenty years. After the Coast Guard he wrote for Harpers, Reader's Digest and for Playboy where he introduces the Playboy interview section of the magazine; wrote the Autobiography of Malcolm X and then spent 12 years researching and writing ROOTS, his best-selling, Pulitzer Prize-winning book.

George and Julius
The two younger brothers of Alex Haley. George is an attorney and Julius is a U.S. Navy architect.

ROOTS: FAMILY TREE

Source: Detriot Public School System

QUESTIONS TO HELP YOU IN WRITING YOUR FAMILY HISTORY

Through Interviewing Relatives and Longtime Family Friends

1. Where were you born and when?
2. What streets did you live on in the places you have lived?
3. What are your earliest memories about your neighborhood?
4. What schools did you attend? What were your earliest memories of school?
5. What was school like for you?
6. As you were growing up, what did you do on Saturdays?
7. How did you spend your summer vacations?
8. Did you travel much during the summer?
9. When you were growing up were you active in church, and what memories do you have of church life?
10. What did you and your friends do for recreation?
11. Who were some of the people that influenced you that you remember as you were growing up, besides your parents?
12. Did you go to the movie theater often and what kinds of movies did you see? How much did they cost?
13. What problems did you and your friends face growing up in the 30s, 40s, and 50s in the town/city where you lived?
14. What were the big events for the children and youth of the city when you were growing up?
15. What changes have you seen in the town/city where you lived over the years?
16. What advice do you have for children growing up in your town/city today?

FOCUS ON
TRACING YOUR FAMILY ROOTS

SOME GUIDELINES

The study of your ancestors is called Genealogy. In order to find out more about your "foremothers," the women in your family's past, there are several steps and resources you might use.

1. Begin by filling in as many names as you can or a family chart (or family "tree") like the ones included in the packet.

2. Interview all of the relatives and longtime family friends you can find. Start by questioning older family members. Ask questions from what is personally known and move backwards in time to the unknown; from the present to the past. Use a tape recorder, notebook, videotape recorder, or movie camera to record the information you get.

3. Write letters to out-of-town relatives, asking for things they might remember about your grandmothers, great-grandmothers, aunts, or other women relatives.

4. Start your own family "archives" of historical family papers, documents or other belongings. These might include personal papers like old report cards, photographs, school yearbooks, scrapbooks, baby books, photo albums, diaries and journals, newspaper clippings, old letters, and official papers like birth certificates, passports, deeds, marriage licenses.

5. Trace family names by visiting cemeteries and looking in libraries for local histories, family history books, genealogical magazines, and compiled lists of early settlers.

6. Use old birth and death records, census reports, wills, land records, naturalization records, ship passenger lists obtainable from local government immigration and naturalization offices.

7. Use local resources such as libraries, government agencies, churches, community organizations, and historical societies to help you.

TRACING YOUR FAMILY ROOTS

Find out information about your family background and fill out the Family Chart below.

FAMILY CHART

1 My name
Born
Where

2 My father
Born
Where
Died
Where

3 My mother
Born
Where
Died
Where

4 My grandfather
Born
Where
Died
Where

5 My grandmother
Born
Where
Died
Where

6 My grandfather
Born
Where
Died
Where

7 My grandmother
Born
Where
Died
Where

8 My great grandfather
Born
Where
Died
Where

9 My great grandmother
Born
Where
Died
Where

10 My great grandfather
Born
Where
Died
Where

11 My great grandmother
Born
Where
Died
Where

12 My great grandfather
Born
Where
Died
Where

13 My great grandmother
Born
Where
Died
Where

14 My great grandfather
Born
Where
Died
Where

15 My great grandmother
Born
Where
Died
Where

Directions: Get information about your family background and complete "My Family Tree."

MY FAMILY TREE

GREAT GRANDFATHER'S NAME

GREAT GRANDMOTHER'S NAME

GREAT GRANDFATHER'S NAME

GREAT GRANDMOTHER'S NAME

GREAT GRANDFATHER'S NAME

GREAT GRANDMOTHER'S NAME

GREAT GRANDFATHER'S NAME

GREAT GRANDMOTHER'S NAME

GRANDFATHER'S NAME

GRANDMOTHER'S NAME

GRANDFATHER'S NAME

GRANDMOTHER'S NAME

MOTHER'S NAME

FATHER'S NAME

MY NAME

Adapted for this project by
Grace S. Grant, 11th Grade
Aberdeen Senior High School

Original Source
What is An Ethnic Group? PATHWAY Project
Baltimore City Public Schools, 1980.

Selected References on Black Children and Their Families

Allan, W.R. (1978). The search for applicable theories of Black family life. Journal of Marriage and The Family, 40, 117-129.

Anda, D. (1984). Bicultural socialization: Factors affecting the minority experience. Social Work, 29, 101-107.

Banks, J.A. (1982). Educating minority youths: An inventory of current theory. Education and Urban Society, 15, 88-103.

Banks, W.C., McQuater, G.V., & Hubbard, J.L. (1978). Toward a reconceptualization of the social-cognitive bases of achievement orientation in Blacks. Review of Educational Research, 48, 381-397.

Barbarin, D.A. (1983). Coping with ecological transitions by Black families: A Psychosocial model. Journal of Community Psychology, 11, 308-322.

Baumrind, D. (1972). An exploratory study of socialization effects on Black children: Some Black-white comparisons. Child Development, 43, 261-267.

Baratz, S.S., & Baratz, J.C. (1970). Early childhood intervention: The social science base of institutional racism. Harvard Educational Review, 40, 29-50.

Bartz, K.W., & Levine, E.S. (1978). Childrearing by Black parents: A description and comparison to Anglo and Chicano parents. Journal of Marriage and the Family, 40, 709-719.

Billingsley, A. (1968). Black families in white America. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Billingsley, A., & Giovanni, J. (1972). Children of the storm: Black children and American child welfare. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Blau, Z.S. (1981). Black children/white children: Competence, socialization and social structure. NY: The Free Press.

Blechman, E.A. (1982). Are children with one parent at psychological risk: A methodological review. Journal of Marriage and The Family, 44, 179-195.

Davis, A., & Dollard, J. (1964 ed.). Children of bondage. NY: Harper & Row.

Davis, A., & Havighurst, R.J. (1946). Social class and color differences in childrearing. American Sociological Review, 11, 698-710.

Deutsch, M., Katz, I., & Jensen, A.R. (1968). Social class, race, and psychological development. NY: Holt, Rinehart and Winston.

Earl, L., & Lohmann, N. (1978). Absent fathers and Black male children. Social Work, 23, 413-415.

Enabulele, A.B. (1978). A resource guide on Black children and youth. Washington, DC: Institute for Urban Affairs and Research, Howard University.

Compiled by: Lawrence E. Gary, Ph.D., Director

Institute for Urban Affairs and Research

Howard University, Washington, D.C.

Frazier, E.F. (1941). Negro youth at the crossway. Washington, DC: American Council on Education.

Garbarino, J. (1984). Child welfare and the economic crisis. Child Welfare, 63, 3-15.

Gary, L.E. (Ed.). (1981). Black men. Beverly Hills, CA: Sage Publications.

Gary, L.E. (Ed.). (1978). Mental health: A challenge to the Black community. Philadelphia, PA: Dorrance & Co.

Grambs, J.D. (1965). The self-concept of Negro youth. In W.C. Kuaraceus et al. (Eds.), Negro self-concept: Implications for school and citizenship. NY: McGraw-Hill.

Gurin, P., & Epps, E.G. (1975). Black consciousness, identity and achievement. A study of students in historically Black colleges. NY: John Wiley.

Hale, J.E. (1982). Black children: Their roots, culture and learning styles. Salt Lake City, UT: Brigham Young University Press.

Hare. B.R. (1977). Black and white child self-esteem in social sciences: An overview. The Journal of Negro Education, 46.

Harrison, R.P., & Wyden, B. (1973). The Black child: A parents' guide. NY: Wyden.

Hendricks, L.E. (1983). Suggestions for reaching unmarried Black adolescent fathers. Child Welfare, 62, 141-146.

Hess, R.D., & Shipman, V.C. (1964). Early experience and the socialization of cognitive modes in children. Child Development, 36, 869-886.

Hill, R. (1972). The strengths of Black families. NY: Emerson Hall Publishers, Inc.

Jeffers, C. (1967). Living poor. Ann Arbor, MI: Ann Arbor Publishers.

Johnson, C.S. (1941). Growing up in the Black belt. Washington, DC: The American Council on Education.

Johnson, C.S. (1934). Shadow of the Plantation. Chicago: University of Chicago Press.

Johnson, J.P. (1982). Can computers close the educational equity gap? Perspectives, 14, 20-25.

Jones, R.L. (Ed.). (1972). Black psychology. NY: Harper and Row.

Kamii, C., & Radin, N. (1967). Class differences in the socialization practices of Negro mothers. Journal of Marriage and the Family, 29, 302-310.

Kardiner, A., & Ovesey, L. (1951). The mark of oppression. NY: W.W. Norton & Co.

Keller, S. (1963). The social world of the urban slum child: Some preliminary findings. American Journal of Orthropsychiatry, 33, 823-831.

Kovar, M.G. (1982). The health status of U.S. Children and the use of medical care. Public Health Reports, 97, 3-15.

Kunjufu, J. (1983). Countering the conspiracy to destroy Black boys. Chicago: Afro-American Publishing Co.

Kunjufu, J. (1982). Children are the rewards of life. Chicago: Private Publication.

Manning, M., & Manning, G. (1981). The school's assault on childhood. Childhood Education, 58, 84-87.

McAdoo, H. (1981). Black families. CA: Sage Publications.

McNeely, R.L., & Badami, M.K. (1984). Interracial communication in school social work. Social Work, 29, 22-26.

Morgan, H. (1980). How schools fail Black children. Social Policy, 10, 49-54.

Myers, H.F. et al. (1979). Black child development in America, 1927-1977: An annotated bibliography. Westport, CT: Greenwood Press.

Nobles, W.W. (1976). A formulative and empirical study of Black families. A final report submitted to the Office of Child Development, Department of Health, Education and Welfare.

Pettigrew, T. (1964). A profile of the Negro American. Princeton, NJ: D. Van Nostrad Co.

Pinderhughes, E. (1979). Afro-Americans and economic dependency: Implications for the future. Urban and Social Change Review, 12, 24-27.

Poussaint, A.F., & Atkinson, C. (1970). Black youth and motivation. The Black Scholar, 5, 43-51.

Rainwater, L. (1968). Behind ghetto walls: Black family life in a federal slum. Chicago: Adline.

Reed, W.L. (1981). Suffer the children: Some effects of racism on the health of Black infants. In P. Conrad & R. Kerns (Eds.), Critical Perspectives in the sociology of Health and Illness. NY: St. Marten's Press, 314-326.

Royce, D.D., & Turner, G.T. (1980). Strengths of Black families: A Black community's perspective. Social Work, 25, 407-409.

Scanzoni, J. (1971). The Black family in modern society. Boston: Allyn and Bacon.

Schulz, D.A. (1969). Coming up Black: Patterns of ghetto socialization. Englewood Cliffs, NJ: Prentice-Hall.

Shade, B.J. (1983). The social success of Black youth: The impact of significant others. Journal of Black Studies, 14, 137-150.

Smith, E.J. (1973). Counseling the culturally different Black youth. Columbus, OH: Charles E. Merrill Publishing Co.

Stack, C.B. (1974). All our kin: Strategies for survival in a Black Community. NY: Harper and Row.

Staples, R. (Ed.). (1971). The Black family: Essays and studies. CA: Wadsworth Publishing Co., Inc.

Stevens, J.H. (1981). Support systems for Black families. Childhood Education, 57, 200-204.

Stevens, J.H., & Baxter, D.H. (1981). Malnutrition and children's development. Young Children, 36, 60-71.

Stokes, J., & Greenstone, J. (1981). Helping Black grandparents and older parents cope with child rearing: A group method. Child Welfare, 60, 691-701.

Taylor, R.D. (1976). Psychosocial development among Black children and youth: A reexamination. American Journal of Orthopsychiatry, 46(1), 4-17.

Valentine, C.A. (1971). Deficit difference and bicultural models of Afro-American behavior. Harvard Educational Review, 41, 137-157.

Walters, J., & Walters, L.H. (1980). Parent-child relationships: A review, 1970-1979. Journal of Marriage and the Family, 42, 807-822.

Washington, V. (1982). Racial differences in teacher perceptions of first and fourth grade pupils on selected characteristics. Journal of Negro Education, 51, 60-72.

Willie, C.V. (1970). The family life of Black people. Columbus, OH: Charles E. Merrill Books, Inc.

Young, V.H. (1970). Family and childhood in a southern Negro community. American Anthropologist, 72, 269-288.

BLACK GENEALOGY AND BLACK NAMES

Compiled by

De Witt S. Dykes, Jr.
Associate Professor of History
Coordinator, Afro-American Studies
Oakland University
Rochester, Michigan 48063

Charles L. Blockson with Ron Fry. Black Genealogy. Prentice Hall, 1977, 232 pages, $8.95. Blockson's book is very useful for beginners. It identifies the major types of records and tells where to find them. It includes some good examples of such records and some general historical background on slavery in the United States and some very general information on Africa. The only book currently in print specifically designed for blacks, it only deals with the beginning stages of genealogical research, and will have to be supplemented with other, more advanced books. Has a very useful list of places to seek records--libraries and archives--and of places to write for birth and death records. Recommended.

James M. Rose and Dr. Alice Eicholz, Editors. Black Genesis: An Annotated Bibliography for Black Genealogical Research. Detroit: Gale Research Co. About 200 pages; expected to be available in November, 1978. $22.00. Gale Research Co., Book Tower, Detroit, Michigan 48226. When published, this should be the best basic, detailed guide to books, articles and research materials specifically related to black genealogy. It covers all types of records: census records, war records, records relating to slaves and what appears to be a comprehensive guide to the location of these records in each state in the United States and even in the West Indies and Canada. Highly recommended.

James D. Walker. Black Genealogy: How to Begin. Independent Study/WGTV, The University of Georgia, Center for Continuing Education, Athens, Georgia 30602. 52 pages. 1977. $4.00. A very important and thoughtful guide by the Director of Genealogical Programs of the United States National Archives who is also President of the Afro-American Historical and Genealogical Society. Has information on black names, life cycles and marriage cycles in the 19th and 20th centuries, types of information to seek and where to find it. Samples of charts and documents and clear, to-the-point analyses. Good bibliography. Walker is writing a longer, more definitive book on the subject. This short book is highly recommended until his more complete one appears.

Paul E. Sluby, Sr. Write Your Family History: A Do It Yourself Guide to Research and Records. Published by the author, P.O. Box 13126, "T" Street Station. Washington, D.C. 20009, 1978, $3.00. A short but useful 24 page guide which lists the major types of federal records with addresses form which to obtain the records. Defines genealogical terms, gives addresses for Latin America, Mexico and Jamaican information and has a concise bibliography. Recommended as a supplement.

David E. Kyvig and Myron A. Marty. Your Family History: A Handbook For Research and Writing. AHM Publishing Corporation, 3110 North Arlington Heights Road, Arlington Heights, Illinois 60004, $2.95, 1978. An excellent general handbook which integrates photographs of and material about black families into its overall discussion. Has important section on the family as a social institution; see footnote 8, p. 47, and footnote 12, p. 49, for references to black families. 69 pages of text, several genealogical forms and excellent photographs and comments on interpreting photographs. Highly recommended.

Newbell Niles Puckett. Black Names in America: Origins and usage. G.K. Hall, 70 Lincoln Street, Boston, Massachusetts. 561 pages, 1975. Could be useful in determining meaning, significance and origin of usual black names.

James Abajian. Blacks in Selcted Newspapers, Censuses, and other Sources: An Index to Names and Subjects. Boston: G.K. Hall and Co., 197-. 3 Volumes. An important reference work to be found in libraries; very useful in finding names of relatives mentioned in old black newspapers, some censuses and other sources. Over 90,000 entries.

J.L. Dillard. Black Names. Mouton and Co., Publishers, The Hague, The Netherlands, 1976. Thoughtful and well-documented, this book covers the problem of black names, personal names, names of jazz, blues, rock bands and their titles, church names, vehicle names, shops, vendors and things for sale. See p. 110 for more references to black naming practices.

Leslie Alan Dunkling. First Names First. J.M. Dent and Sons, Ltd., Aldine House Albemarle Street, London, 1977. See first three chapters and chapter 13 on the first names of black Americans.

Becktemba Sanyikas. Know and Claim Your African Name. Rucker Publishing Co., Dayton, 1975. $3.50. 118 South Broadway, Station "B", Box 7025, Dayton, Ohio 45407.

Ogonna Chuks- Orji. Names from Africa. Edited by Keith E. Baird, Johnson Publishing Co., Chicago, 1972. $4.95.

Chief Osuntoki. The Book of African Names. 2nd Revised Edition, 1971. Drum and Spear Press, Inc., 1371 Fairmont Street, N.W., Washington, D.C. 20009. $1.50.

Ihechukwu Madubuike. A Handbook of African Names. 1976. Three Continents Press, 4201 Cathedral Avenue, N.W., Washington, D.C. 20016. $9.00.

Carter G. Woodson. Free Negro Owners of Slaves in the United States in 1830. Original Edition, 1924; reprint, Negro Universities Press, New York, 1968. 78 pages. $7.00.

Tom W. Schick. Emigrants to Liberia, 1820-1843: An Alphabetical Listing. University of Delaware, Newark, 1971.

Stephen E. Haller and Robert H. Smith, Jr. Registers of Blacks in the Miami Valley: A Name Abstract (1804-1857). Copyright by the authors; printed by Wright State University, 1977. Ohio state law from 1804-1857 required black people to register their freedom papers with the county court clerk in the county where they lived or worked. Only a few copies of this registers of freedom paper survive, but all known records from four Ohio counties have been microfilmed and kept at the archives of Wright State University. This index is a listing of the 800 plus names in the freedom papers registers, with descriptive information useful to genealogists. A copy is in the Burton Collection Room, Detroit Public Library.

Debra L. Newman. List of Black Servicemen. Compiled from the War Department's Collection of Revolutionary War Records. Special List No. 36, United States National Archives, Washington, D.C. 20408, 1974. Free.

Debra L. Newman. List of Free Black Heads of Families in the First Census of the United States, 1790. National Archives Special List No. 34, United States National Archives, Washington, D.C. 20408, 9173. Free.

Joseph B. Ross. Tubular Analysis of the Records of the United States Colored Troops and their Predecessor Units in the National Archives of the United States. United States National Archives and REcords Service, Special List No. 33, Washington, D.C. 20408, 1973. Free.

Carter G. Woodson. Free Negro Heads of Families in the United States in 1830. Association for the Study of Negro Life and History, Washington, D.C., 1925.

Herbert Gutman. The Black Family in Slavery and Freedom, 1750-1925. Pantheon Books, 1976. 664 Pages, $15.95. A very important book; has best researched historical information on black family structure and black family relationships. Slaves developed their own marriage, family and kinship rules based on West African practices. Slave family life was an important factor in building a slave community whose culture was independent of the traditions and values of white slave owners. Slave naming practices were an important part of slave cultural independence. Especially see Chapter 6.

Specific information on the communities in which family members lived or organizations of which they were members can be obtained from libraries, city and county historical societies, and organizations. The names and addresses of places to contact can be found in the following:

The Ebony Handbook. Johnson Publishing Co., 2nd edition, 1974. See "Black Colleges and Universities," pp. 154-155, "Libraries," pp. 180-187, and "Organizations," pp. 492-498.

Harry A. Ploski, editor. The Negro Almanac. Bellwether Company, third edition, 1976. See "Afro-American Research Resources," pp. 1173-1175.

Walter Schatz, editor. Directory of Afro-American Resources, Bowker, 1970. Identifies institutions and organizations and specifies type of information they have available on blacks. Gives addresses. Very Useful.

Afro-American Historical and Genealogical Society, Inc., P.O. Box 13006, "T" Street Station, Washington, D.C. 20009. A very important genealogical organization. Publishes a Newsletter and a Journal. Plans to collect family data on Afro-Americans, index it and make it available for research purposes. Charter memberships accepted through December 1978. Highly recommended.

ORAL HISTORY TECHNIQUES

Oral History

GOALS AND GUIDELINES

Oral History Association

The Oral History Association recognizes oral history as a method of gathering and preserving historical information in spoken form and encourages those who produce and use oral history to recognize certain principles, rights, and obligations for the creation of source material that is authentic, useful, and reliable.

I. GUIDELINES FOR THE INTERVIEWEE

A. The interviewee should be informed of the purposes and procedures of oral history in general and of the particular project to which contribution is being made.

B. In recognition of the importance of oral history to an understanding of the past and in rocognition of the costs and effort involved, the interviewee should strive to impart candid information of lasting value.

C. The interviewee should be aware of the mutual rights involved in oral history, such as editing and seal privileges, literary rights, prior use, fiduciary relationships, royalties, and determination of the disposition of all forms of the record and the extent of dissemination and use.

D. Preferences of the person interviewed and any prior arrangments should govern the conduct of the oral history process, and these preferences and agreements should be carefully documented for the record.

II. GUIDELINES FOR THE INTERVIEWER

A. Interviewers should guard against any possible social injury to or exploitation of interviewees and should conduct interviews with respect for human dignity.

B. Each interviewee should be selected on the basis of demonstrable potential for imparting information of lasting value.

C. The interviewer should strive to prompt informative dialogue through challenging and perceptive inquiry, should be grounded in the background and experiences of the person being interviewed and, if possible, should review the sources relating to the interviewee before conducting the interview.

D. Interviewers should extend the inquiry beyond their immediate needs to make each interview as complete as possible for the benefit of others and should whenever possible, place the material in a depository where it will be available for general research.

E. The interviewer should inform the interviewee of the planned conduct of the oral history process and develop mutual expectations of rights connected thereto, including editing, mutual seal privileges, literary rights, prior use, fudiciary relationships, royalties, rights to determine disposition of all forms of the record, and the extent of dissemination and use.

F. Interviews should be conducted in a spirit of objectivity, candor, and integrity, and in keeping with common understandings, purposes, and stipulations mutually arrived at by all parties.

G. The interviewer shall not violate and will protect the seal on any information considered confidential by the interviewee, whether imparted on or off the record.

III. GUIDELINES FOR SPONSORING INSTITUTIONS

A. Subject to conditions presecribed by interviewees, it is an obligation of sponsoring institutions (or individual collectors) to prepare and preserve easily useable records; to keep careful records of the creation and processing of each interview; to identify, index, and catalog interviews; and, when open to research, to make their existence known.
B. Interviewers should be selected on the basis of professional competence and interviewing skill; interviewers should be carefully matched to interviewees.
C. Institutions should keep both interviewees and interviewers aware of the importance of the above guidelines for the successful production and use of oral history sources.

ORAL HISTORY AND THE ORAL HISTORY INTERVIEW:

A Tool and a Technique

Oral history was established in 1948 as a modern technique for historical documentation when Columbia University historian Allan Nevins began recording the memoirs of persons significant in American life. Gradually similar projects developed at other institutions. The technique has come into use increasingly as a tool for historical research in such fields as politics, science, the arts, agriculture, natural sciences, industry, labor, and ethnic and local history.

Oral history allows us to collect reminiscences, original accounts, and interpretations of historically significant events from the recent past. It provides an opportunity to write a kind of history that has never been adequately written before now. The oral history technique lets us evaluate the contributions of many small people, and, in so doing, to arrive at a much truer picture of the larger society or organization - the people whose lives helped to make the history of that greater society or organization.

Since the first oral history program was organized in our country, interest and practice in oral history has grown in leaps and bounds. Americans of each state are challenged to reaffirm their pride in themselves, their families, their state, and their nation through assessing their own experiences and contribitions.

Afro-Americans, more than any other ethnic group, have begun to recognize the inherent value of oral history as a tool and a technique to fulfill their dream of becoming a more verbal and visable part of American history. They view the combination of oral history and the oral history interview as a vehicle to salvage their experiences and contributions for now and for the future. Marylanders, too, of Afro-American heritage, have and are joining the wave of believers in oral history and its valuable accompanying investigative technique, the oral history interview.

STEPS IN AN ORAL HISTORY PROGRAM

1. Choice of people to be interviewed

   Suggestions accumulated from many sources.
   Decisions made by Oral History Committee, depending on funds available.
   a. Autobiographical, or specific reminiscence of a single individual.
   b. Cluster of short interviews with several people to focus on a particular topic.

2. Letter sent to prospective interviewee.

   Description of program in very general terms.
   Suggestion that his/her contribution would be valuable.
   Procedures to expect if he/she agrees - editing, transcribing.
   Final use of his interview.
   Sent after interviewer has made contact, or directly from Oral History director.

3. Interviewer

   Necessary research for backround, independently or with the help of specialist.
   Interview appointments.
   Turn in tapes as completed.
   Maintain progress report sheet in office, particularly if a series of interviews.
   Assist narrator to edit transcription after first having done so himself.
   Gather supplementary material if possible, including pictures; otherwise keep notes on content and ownership for future possible use and/or acquisition.
   Obtain complete transfer of ownership to Society; limitations can be arranged.

4. Transcriber
   First copy - verbatum - exactly what she hears on tape.
   (Interviewer has provided a list of proper names, key words, etc. used in the interview).
   Final edited copy on 100% rag bond (acid free). Photo-copies made from that.

5. Research copy assembled by interviewer, director, editor, secretary. Includes: title page, table of contents, final transcript, biography on interviewee, date and place(s) of interview(s), supplementary backround, documents and pictures, biography of interviewer, etc.

6. Indexing and cataloging of tape and transcript.

7. In the case of interviews which will be of interest to researchers in Maryland history - tapes and/or transcripts sent to the Maryland Historical Society, or the pertinent descriptive facts for each sent to the Society for inclusion in a State index.

INTERVIEWING FOR ORAL HISTORY

Maryland Historical Society

An oral history interview is done to elicit information which is not otherwise available, and not likely to be recorded in any other way. It is taped in an informal setting and transcriptions are prepared of the tape. It may be lengthy, requiring several sessions with one narrator of importance in Maryland history, or it may be a single interview which becomes part of a collection focused on an area of particular significance.

The interview becomes a primary source material for historical research and as such "must" be done in a spirit of objectivity and scholarly integrity and in accordance with the stipulations agreed upon by the Maryland Historical Society.

There are as many kinds of interviews as there are people to be interviewed, and no set of hard rules can be developed to apply universally.

Each prospective interview will be discussed by the Director and the interviewer to determine what we want and how to go about getting it.

However, having accepted those two premises, there are general rules which do prove valuable to both novice and expert. Some of these pertain to routine, mechanical details and some pertain to interpersonal dynamics.

MECHANICAL

Be at ease with your recorder. Cassettes are most convenient. Use the one hour size (30 minutes on each side) and always one of good quality. Practice the controls until they are second nature. Always connect to electrical outlet if at all possible.

Begin each taping with a short statement by you to identify the who, what, when of this interview, but done in front of your narrator. Mark each side of each tape with name of narrator and date, as soon as it is completed.

Make the interview appointment at the convenience of the narrator, <u>but</u> make every effort to locate it in a quiet spot, without phones or interruptions.

In exceedingly rare instances it may be productive to interview several people together. Consider this very carefully before you plan it. It is not usually satisfactory.

A session of approximately 2 hours, including time to settle in, and close up, is best. Coffee while talking may be pleasant, but never expect to interview during a meal. It will be noisy and unproductive.

Your notebook should show the areas covered, any questions you want to ask when he/she slows down, any proper names or other puzzling spellings, any particular aspects of the narrator's demeanor or the circumstances of the interview, and physical materials mentioned which you may later ask for.

A snapshot of the narrator on the day of the interview is invaluable. Beyond that make every effort to obtain for the Society significant pictures and records.

It will be your responsibility to keep the office informed of your progress, to help the narrator edit his transcript, to obtain his release of the interview, and to assist in preparing the finished copy.

INTERPERSONAL

You are the guest of the person being interviewed and as such will do everything you can to make it a pleasant, fruitful experience. This is not a journalistic meeting, nor of course, pyschological or social service. It comes closest to psychological, however, because the aim is a free flow of non-directed thought. Hard questions can be asked, and answered, in an atmosphere of intelligent, interested, sympathetic but not involved attention - emphasis and direction is our goal. From your research you know about areas to ask about, but this is to guarantee intelligent listening on your part and complete coverage.

All of the following guidelines have a single purpose to develop a situation in which the interviewee is allowed to tell freely his own story in his own way, and

the interviewer's questions remain minimal, but pertinent.

Spend a few minutes in easy conversation explaining the recorder, the general areas you hope to cover, the fact that you will be making notes, but will hesitate to interrupt, and the reassurance that you will help with questions as necessary.

Once this is done turn on the recorder and leave it unless specifically requested to turn it off.

Having done research on the expected interview areas you will indirectly guide the narration: however it is more than likely that new avenues of thought will develop. Be alert to recognize these, to allow the narrator to continue the story his way. Know enough from your preparation to recognize fruitful new areas and to ask good probing questions.

Don't interupt, don't argue, don't engage in "chats" that go nowhere. The tape should show only a few clearly-stated questions by the interviewer. This is the narrator's story.

Don't feel compelled to talk if the narrator stops. They will in most cases continue; often the interview becomes almost a closed communication between speaker and mike.

Relax and look interested, which you are, because you are following closely everything that is said so that you will be able to ask the necessary questions later. Use your notebook.

Aviod a question which is phrased so that the interviewee feels compelled to answer the way the questioner seems to expect. Leading questions are of no use to research.

In conclusion, there are few volunteer activites which can be more enjoyable or worthwhile to a person who has garnered some experience in doing these interviews. People are almost invariably suprising and fun.

ORAL HISTORY INTERVIEWS

Suggestions for the "Non-Scholarly Historian"

Oral history interviews are often the most interesting, candid vehicle to employ in probing into the past of a people. Such interviews can reveal the heart and soul of a people without the cosmetic touch of the writer.

The following guidelines should assist the teacher in serving as a role model in their implementation. Thus, the teacher will be able to guide the "non-scholarly historian" in becoming more proficient in the skills of oral history interviewing.

I. Prepare Yourself for the Interview

a. Know something about the area and the people there presently. (establish a line of communication prior to the interview)
b. Have some prepared questions in mind. (a few questions may even be distributed or sent prior to the interview)
c. Know whether the person would prefer note taking to taping. (Taping is preferred, even if you have to do some test runs to establish confidence)
d. One on one sessions seem most profitable. Sometimes two or three persons can be used to tell the story better.
e. Assure the person(s) of where, when and how the findings will be used. Let the person(s) listen to their contribution.
f. Apply the usual courtesies to the person(s) and the situation(s).

II. Conducting an Oral History Interview

Be resourceful in determining what format would be most comfortable for the interviewee. Decide whether to use one or a combination of the following suggestions:

1. A Conversation With
2. Rapping With
3. At Home With
4. A Newspaper Interview
5. A T.V. Interview
6. Over Coffee and Donuts
7. From the Front Porch
8. Across the Kitchen Table
9. In Front of an Open Fireplace

ORAL HISTORY

BASIC RESOURCES

The following information will be helpful to teachers seeking to introduce oral history instruction in the classroom as well as to stengthen their own backround and understanding.

References

Oral History for the Local Historical Society. Willa K. Baum. Nashville, Tennessee: American Association for State and Local History, 1971.

This nationally recognized author has the expertise and the ability to discuss a somewhat technical subject in easily understood terms. She addresses a growing need of individuals and local historical societies for help in establishing oral history programs or in pursuing searches less involved than in formal programs.

Oral History: An Interdisciplinary Anthology. Edited by David K. Dunway and Willa Baum. Nashville, Tennessee: American Association for State and Local History, 1984.

By providing nuts-and-bolts information as well as an overview of the field, the Anthology aquaints newcomers to the significance of recording remembered experiences. The Anthology bridges the boundaries separating oral history from other disciplines, such as folklore, anthropology, sociology, and gerontology, by showing researchers waysto use oral history interviews in their field of study. The excellent appendix provides the reader with the goals, guidelines, and evaluation criteria of the Oral History Association an organization that pioneered oral history as a modern technique for historical documentation.

Local Societies

Maryland Historical Society - Central File
Maryland Oral History Materials
Maryland Historical Society
201 West Monument Street
Baltimore, Maryland 21202

Teachers may contact the Society to secure a variety of information on Oral History including: Suggested Readings in Oral History, A List of Local and National Historical Societies and Organizations, Steps in an Oral History Program (reproduced in this packet) and Criteria for Making an Oral History Interview (also reproduced).

ORAL HISTORY INTERVIEW

Student Activity
Upper Elementary/Secondary Level

The experiences and contributions of Afro-Americans have traditionally been omitted or minimized in the writing of history. Conducting oral history interviews of Afro-Americans is an important means of recording their place in history. You can play a role as a "non-scholarly historian" by recording oral histories of Maryland's Afro-Americans.

TO DO:

To learn more about the lives of Afro-Americans in your community or in your general area who are of interest to you, conduct an oral history interview. Keep in mind the following guidelines:

1. Make a date in advance with the person you want to interview.
2. Allow at least 30 minutes for the interview.
3. Ask one question at a time. Aviod questions requiring a yes or no answer. If you do get yes-and-no answers, then ask for an explanation. (Example: "Please explain a little more." or "Why did you feel that way?")
4. Allow a person to think or reflect. If you seem to be in a hurry, the other person doesn't feel that his/her answers are important to you.
5. Remember to be courteous and thank the perosn when you have finished the interview.

SOME SAMPLE QUESTIONS:

Responses to your questions will reflect in your interview report.

1. When and where were you born? Who are/were the other members of your family?
2. What are a few of the happiest and saddest memories of your childhood? In what ways were your childhood experiences similar or different from those of other children?
3. In what ways did your childhood experiences help you to becomesa better citizen/person today?
4. How did stories about your parents and grandparents lives influence your own views on how to live?
5. What accomplishments or experiences in your life have given you the most satisfaction?
6. Which, if any, recent historical event has had a strong influence on your life? What people have had the greatest influence on your life?
7. What do you consider as the major problems you have had to overcome?
8. If you had your life to live over, what would you do a little differently or change entirely?

ORAL HISTORY ASSIGNMENT

Student Activity
Upper Elementary/Secondary Level

Teacher Information

The purpose of this oral history assignment is to have students practice the oral history interview technique in a mock situation in preparation for an independent oral history interview assignment.

In the course of the mock interview and later individual interviews, the students will begin to demonstrate more proficiency in the use of the oral history interviewing technique. to help them recognize the value and influence of the contributions of Maryland Afro-Americans to the quality of life in Maryland in such areas as education, community/social services, medical and other health services, and the arts.

(Note: This oral history assignment could focus on politics, the law, labor and employment, etc.)

Student Activity

A. Trial/Mock Interview Activity

The teacher should serve as a role model for the students in this activity to help students establish a basis for familarizing themselves with the interview process. (The teacher must be comfortable with employing the interview process.)

1. After a demonstration by the teacher as interviewer, divide the class into groups of six or eight with teams of two. Half of the students will play the role of interviewer, and the other half the role of the interviewee.

2. Let one team in the group serve as the "warm up" pair to set the stage for the mock interview. This team may utilize an imaginary experience. Following the discussion of this trial interview, the other teams will take the topics of involvement of Afro-Americans in improving educational opportunities for themselves and others, Afro-Americans as contributors to the improvement of medical, other health and social services, and Afro-Americans as contributors to our enjoyment of the arts.

3. After the teams within the groups have conducted their mock interviews, the entire class should examine their experiences with the process. Strategies for improving their interviewing technique should be discussed and summarized.

B. Selection of Areas for Oral History Interviews

Students should select one of the following areas of focus:

1. Interview a black person who has impressed you as someone concerned about acting to improve educational conditions for blacks and others in the community or elsewhere in the state.

2. Interview a black person who you think has made a difference in the lives of others by rendering quality service in one of these areas: medical or other health services programs, community or social services programs to improve living conditions for others.

3. Interview a black person on a local level who has impressed you as someone concerned about enriching the lives of others through his/her talents in one of these art forms: poetry, painting, storytelling, dramatics, writing, sculpturing, music, quilting, sketching, etc.

(Note: These persons may be paid professionals, non-professional citizens concerned about people or volunteers rendering service to others.)

C. Follow Up

1. Allow at least a week to ten days for students to conduct the interview assignment.

2. When students complete the interview, have them fill in the interview report. The format should be familar to the students.

3. There should be a class discussion on these interview responses reflected in their interview reports. (evaluation of effectiveness of utilization of technique)

MARYLAND AFRO-AMERICAN HISTORY

LITTLE KNOWN FACTS
About the Afro-American
Experience in Maryland

DID YOU KNOW THAT:

Among the first settlers of the colony of Maryland was Matthias De Sousa, a Portuguese mulatto, who arrived on the Ark in 1634. De Sousa, an indentured servant of the Jesuits received a land grant in 1637.

The slave Kunta Kinte, hero of Alex Haley's Roots, was brought to Annapolis in 1767. A bronze marker at the Annapolis Dock commemorates the event.

The first anti-slavery society in Maryland was formed in 1789 and called the Maryland Society for Promoting the Abolition of Slavery and the Relief of Poor Negroes and Others Unlawfully Held in Bondage. It was the fourth such society organized in this country.

Benjamin Banneker of Baltimore County published his almanac with ephemerides from 1792-1797. Because of his mathematical ability, he was invited to serve on the surveying team that laid out the nation's capital in 1791. The same year Banneker also wrote a now famous letter to Thomas Jefferson vigorously protesting slavery.

Joshua Johnston (Johnson), an early painter active in Baltimore between 1796-1824, did portraits of well-to-do Marylanders. Two of his portraits are of black subjects. An historic marker in downtown Baltimore near where he painted honors him.

The first book published by a Maryland black was in 1810 and written by the Reverend Daniel Coker entitled A Dialogue Between A Virginian and an African Minister.

The Reverend Daniel Coker of Baltimore, first pastor of Bethel A.M.E. Church, was elected the first Bishop of the African Methodist Episcopal Church in 1816.

By 1830, Maryland had the largest number of free blacks, 52,938, of any state in the Union.

During the slave era, Maryland had no laws forbidding the teaching of free blacks; however, there was no public school system and whatever teaching they got had to be by private effort.

The first patent issued by the U.S. Office of Patents to a black was in 1834 for a seed planter invented by Henry Blair form the Eastern Shore of Maryland. Henry Blair also received a patent in 1836 for a corn harvester.

Harriet Tubman, a native of Dorchester County and a runaway slave, as a conductor of the Underground Railroad, freed some 300 slaves prior to the Civil War.

Francis Ellen Watkins Harper, born free in Baltimore in 1825, a poet and novelist, was the first black woman whose works appeared in the Atlantic Monthly. She wrote several novels dealing with slavery and Reconstruction,

Frederick Douglass was the first black to call officially upon the President of the United States in 1863. Douglass called upon President Lincoln to discuss the apparent discrimination against black troops in the Civil War, their enlistment as soldiers, their treatment by Confederates, and remedies for these injustices.

The first blood shed by Union Soldiers in the Civil War was in Baltimore in 1861 when a group of Pennsylvania soldiers on a march through Baltimore were fired upon. Nicholas Biddle, a Maryland black who migrated to Pottsville, Pennsylvania, was hit in the scuffle.

The first Battle Hymn of black soldiers recorded during the Civil War Era was, "They Look Like Men of War", which originated among the men of the Ninth United States Regiment encamped at Benedict, Maryland during the winter of 1863-1864. These troops were under the command of General Samuel Chapman Armstrong who later founded Hampton Institute in Virginia. Impressed by the singing of the men, he recorded it for posterity in 1863.

SOURCE: Black History Points For Discussion: Little Known Facts About the Afro-American Experience in Maryland, Maryland Commission on Afro-American History and Culture.

Isaac Myers, a great pioneer of organized black labor, was instrumental in organizing the first black national labor union in the country. The National Labor Union, composed of skilled workers, longshoremen, hod carriers and waiters, was convened in Washington, D.C., December 6, 1869.

Dr. Whitfield Winsey of Baltimore, Harvard University graduate, was the first black physician to be admitted to the Medical and Chirurgical Faculty of the State of Maryland.

William H. Butler became the first black elected to the Annapolis City Council in 1893.

The Reverend Nathaniel Carter was the first black ordained in the Lutheran Church in Maryland in 1893.

One of the oldest existing benevolent societies for blacks in Maryland is the Mutual Benefit Society founded in 1885 and incorporated in 1903. This society specialized in weekly sick benefjts and health insurance. Its founder was Harry O. Wilson.

The first black to secure elective office in Maryland was Harry Scythe Cummings in 1891 when he won the Republican seat in the Baltimore City Council. Harry S. Cummings was also the first black to graduate from the Law School of the University of Maryland in 1889. Mr. Cummings gave the seconding speech for the nomination of Theodore Roosevelt at the Republican Convention in 1904.

The Reverend J. W. C. Pennington was the first American black to be honored with a Doctor of Divinity degree from the University of Heidelburg, Germany.

The first office building erected solely for black professionals was in 1903 when attorneys George McMechen, W. Ashbie Hawkins and W. C. McCard dedicated the Banneker Building located 14 East Pleasant Street in Baltimore.

Maynadier St. Clair became the first black elected to the Cambridge City Council in 1906.

Henry Highland Garnet, a native Marylander, was the first black clergyman to speak before the U.S. House of Representatives, on February 12, 1865. The occasion was the presentation of the 13th Amendment to the United States Constitution.

A group of 519 Baltimore blacks presented President Abraham Lincoln with a Bible costing $480.75. The Bible was presented to the President at the White House in a very impressive ceremony on September 7, 1864, to which the President humbly replied, "To you I return my most sincere thanks for the very elegant copy of the Great Book of God which you present". The Bible is now housed at Fisk University in Nashville, Tennessee.

Seven black Marylanders have been recipients of the Congressional Medal of Honor. One was awarded to Christian A. Fleetwood in 1865.

James Lynch, born free in Baltimore in 1838, became the Secretary of State in Mississippi in 1871.

The first black to become a member of the famous Philadelphia Academy of Fine Arts was Edwin Hill, a Marylander. He was a composer of more than thirty anthems and other selections.

Enoch Pratt, founder of the Enoch Pratt Library in Baltimore in 1886, stipulated that the library must be open to all persons without regard to race, creed, or color.

The Chesapeake Marine Railroad and Dry Dock Company of Baltimore was founded in 1865 by Isaac Myers, a black ship caulker. This company, organized by blacks who cooperatively raised $40,000, was formed after a strike against black mechanics and longshoremen resulted in the dismissal of thousands of blacks in the Baltimore shipyards. The company operated a successful business until 1883 and hired both black and white workers.

Maryland

The first Maryland black to be awarded a Ph.D. was James R. L. Diggs who received his doctorate degree from the University of Illinois in 1906.

Matthew Henson, a native black Marylander, born in Charles County, was the first American to reach the North Pole with Admiral Robert Peary, on April 6, 1909.

Albert I. Cassell, a Baltimorean and an architect trained at Cornell University, designed many of the buildings on the campuses of Howard University and Morgan State University.

Dr. Daniel Hale Williams, the physician who performed the world's first successful heart operation, briefly attended the Stanton School in Annapolis, the home of his mother and grandparents.

Joe Gans of Baltimore was the lightweight champion of the world in boxing from 1902-1908.

Blacks and other ethnic groups joined efforts in the early decades of the twentieth century to defeat efforts to disenfranchise them.

There were several Civil Rights groups at work in Maryland which predated the establishment of the NAACP. Among them were the Equal Rights League organized in Baltimore in 1830 by Hezekiah Grice and the Brotherhood of Liberty, organized by the Reverend Harvey Johnson and others in 1880.

Supreme Court Justice Thurgood Marshall, a native Baltimorean, was the first black appointed to the U.S. Supreme Court. Beginning his career as an attorney with the NAACP, Justice Marshall gained national prominence as the leading attorney in Brown vs. The Board of Education of Topeka, Kansas (the school desegregation case) in 1954.

Senator Verda F. Welcome became the first black woman State Senator in Maryland in 1963.

Soprano Veronica Tyler, a graduate of the Peabody Conservatory, was a winner of the First Tchaikovsky Vocal Competition in Moscow in 1966. Highly acclaimed, she appeared on the concert and operatic stages.

Parren J. Mitchell was the first Maryland black elected to the United States Congress in 1970.

The Banneker-Douglass Museum of Afro-American Life and History in Annapolis, Maryland, became the State's first official museum of black history and culture when it opened in February of 1984. The museum is operated by the Maryland Commission on Afro-American History and Culture.

Banneker-Douglass Museum
84 Franklin Street
Annapolis, Maryland 21401

SOURCE: WMAR-TV Channel 2, Baltimore

DO YOU KNOW?

1.

"Be Somebody!" was this famous Baltimorean's advice to her friends and family. Born in 1889, she organized the largest branch of the NAACP.

Who was the famous Shakespearean actor, born in Bel Air, Maryland in 1807? He performed all over Europe and was the first Black to be knighted.

2.

3.

Born in Baltimore in 1874, this well-known pugilist weighed only 133 pounds but would fight anyone at any weight. He won the lightweight crown in 1902 with a knockout in the first round and was the first Black to become a world boxing champion. Who was he?

4. Can you name the Maryland lawyer who was renowned for several outstanding accomplishments: He was the first Black to sit in the United States Senate, the first Black admitted to the Maryland Bar (1885) and President of the Lexington Savings Bank.

5. The first Black physician to practice in Maryland was born in Baltimore in 1842 and received his medical degree from Harvard. He was on the staff at Provident Hospital. Who was he?

6. This Cecil County native was born in 1863 and has many "firsts" to her credit. Among them: she established the first neighborhood settlement house for Blacks in the United States and she was the first Black social worker in Maryland. Can you name her?

7.

Long Green, Maryland was the birthplace of this internationally known evangelist, a self-educated woman whose knowledge and abilities were admired by scholars and religious leaders throughout the world. Who was she?

8.

In 1875, when she was 15 years old, she began a teaching career in the Maryland public schools. Encouraged by Frederick Douglass, she later studied drama and made her debut in 1883. Her recitals included the works of Paul Lawrence Dunbar, Shakespeare, and Mark Twain. Name this famous Baltimore-born lady.

9.

This noted police officer was born in 1898, seldom wore a uniform or carried a gun, and was respected around the state and nation. The officer graduated from Douglass High and what was then Coppin Teachers Training School in Baltimore and served as a teacher and a social worker as well as performing police duties. The officer's name?

Answers: 1. Lillie Mae Jackson 2. Ira Aldridge 3. Joe Gans 4. Everett Waring 5. Whitfield Vinsey 6. Sarah Fernandis 7. Amanda Smith 8. Henrietta Davis 9. Violet Hill White

WHO'S WHO IN MARYLAND AFRO-AMERICAN HISTORY

Questions and Activities

Directions: Choose any 6 questions for No 1 through No. 14 to find the answers.
Choose 1 activity from No 15 through No. 17 to research in depth.

1. The founder of Hampton Institute and the commander of the black soldiers in the Ninth United States Regiment of Colored Troops during the Civil War was so impressed with their Battle Hymn that he recorded it in 1863.
   What was this commander's name? Where was their regiment stationed? What was their song?

2. In 1863, who was the famous black Marylander who called upon President Abraham Lincoln to discuss the apparent discrimination against black troops in the Civil War?

3. What was the name of the Baltimore Afro-American who founded a successful marine railroad and dry dock company in 1865? What was the company's name and why was it formed?

4. Harry S. Cummings was the first black to secure elective office in Maryland in 1891. What was that office? Where was it located and what are two other accomplishments that he is noted for?

5. Who was the first black physician in Maryland to be admitted to the Medical and Chirurgical Faculty of the State of Maryland?

6. The first patent issued by the U.S. Office of Patents to a black man was in 1834. He was from the Eastern Shore of Maryland. What was his name and what was the item? Provide a drawing of the item and tell how it was used.

7. A historical marker in downtown Baltimore commemorates this black artist. He painted portraits of well-to-do Marylanders between 1796-1824. What is his name and where is the marker in Baltimore?

8. How many blacks were free in Maryland by 1830? List five other states and show the free black population in rank order around the same period.

9. Name the title of the book that was written by the Reverend Daniel Coker and published in 1810. In 1816, Reverend Coker was given the distinction of another high honor. What was that honor?

10. Who was the first Afro-American to be honored with a Doctor of Divinity degree from the University of Heidelburg, Germany?

11. The black physician who performed the world's first successful heart operation attended school in Annapolis, Maryland, the home of his mother and his grandparents. What is his name and what is the name of the school?

12. The first black woman state senator in Maryland was who? How long was she state senator and in what year was she first elected to that position?

13. "Sugar Ray" Leonard is known today for his boxing championships. Who was the notable black Marylander who held the title of lightweight champion from 1902-1908?

14. When was the Afro-American newspaper founded? Who founded it and what was the first name of the paper?

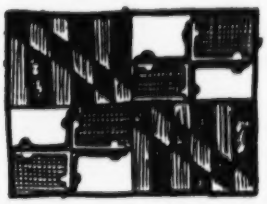
15. Prepare a chronological chart of any one of the institutions listed. Include the date founded and any changes in name.
    a. Morgan State University
    b. Bowie State College
    c. Coppin State College
    d. University of Maryland - Eastern Shore

16. There are at least six known regiments of black soldiers during the Civil War. List the full names of those regiments and write briefly about their responsibilties and achievements. Where were they located? How many were from Maryland?

17. If you were creating a "Hall of Fame" in music, art, radio, or television for famous black Marylanders who would you include on that list? Choose at least 3 for each category and tell enough about their work to substantiate your selection for such a high honor.

18. Afro-Americans today have unlimited fields in which to seek employment. Prepare a profile or resume of a famous Black Marylander from the 1800's or 1900's for the job market today.

Activities are unlimited. Please feel free to develop others of your own.



QUOTABLES

BENJAMIN BANNEKER

Ellicott City, Maryland

(1731-1806) *self-taught astronomer and mathematician*

...the color of the skin is in no ways connected with strength of the mind or intellectual powers...

Preface, *Banneker's Almanac* (1796)

HENRY HIGHLAND GARNET

Belair, Maryland

(1815-1882) *teacher, minister, editor*

Let your motto be resistance, resistance, RESISTANCE! No oppressed people have ever secured their liberty without resistance.

Address to the Slaves of the U.S. (1843)

FREDERICK DOUGLASS

Talbot County, Maryland

(1818-1895) *abolitionist, journalist, orator*

The only excuse for pride in individuals or races is the fact of their own achievements.

Address to the Bethel Literary and Historical Association (1889)

HARRIET ROSS TUBMAN

Dorchester County, Maryland

(1820-1913) *principal conductor for the Underground Railroad*

...there was one of two things I had a right to, liberty or death. If I could not have one, I would have the other, for no man should take me alive.

Harriet, The Moses of Her People (1869)

BILLIE HOLIDAY

Baltimore, Maryland

(1915-1959) *blues singer*

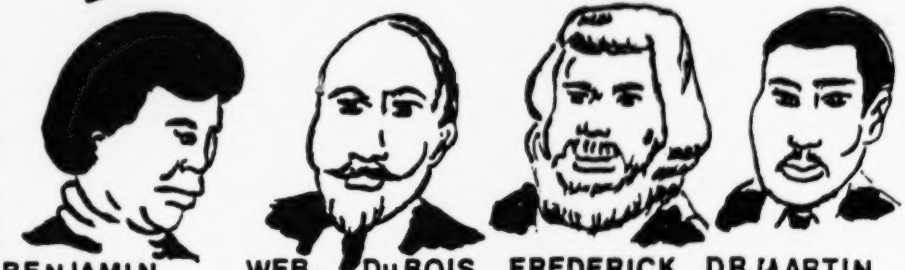
Mamma may have, papa may have, but God bless the child that's got his own.

49 *God Bless the Child* (1941)

ACTIVITIES--ELEMENTARY

BLACK HISTORY AT YOUR DOORSTEP

ELEMENTARY LEVEL ACTIVITIES

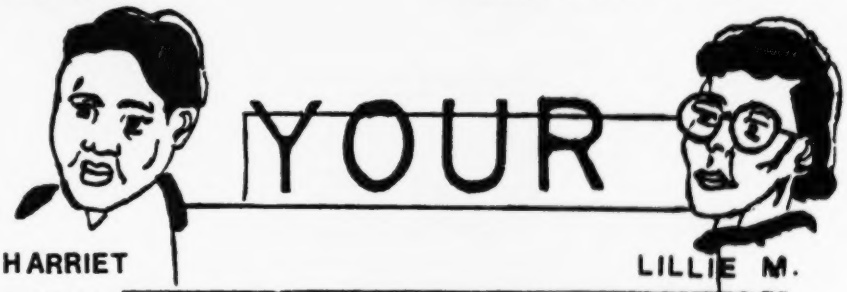


BENJAMIN BANNEKER

WEB. DuBOIS

FREDERICK DOUGLASS

DR. MARTIN KING JR.



HARRIET TUBMAN

LILLIE M. JACKSON

CHICK WEBB

CAB CALLOWAY

EUBIE BLAKE

JOHN H. MURPHY, Sr

VIOLET HILL WHITE

T. T. C. 1105

T. HARVARD

BLACK SCIENTISTS AND MATHEMATICIANS

SHIRLEY ANN JACKSON	-- NUCLEAR PHYSICIST
* MATTHEW HENSON	-- EXPLORER
KATHERINE JOHNSON	-- AEROSPACE TECHNOLOGIST
LEWIS LATIMER	-- INVENTOR
JAMES PARSONS	-- METALLURGIST
* J. ERNEST WILKINS	-- MATHEMATICIAN
* DOROTHY MCCLENDON	-- MICROBIOLOGIST
ROBERT LAWRENCE	-- ASTRONAUT
GEORGE CARRUTHERS	-- ASTROPHYSICIST
H.C. WEBB	-- INVENTOR, FARMER
* CHARLES TURNER	-- ENTOMOLOGIST
JEAN BACON BERCEY	-- METEOROLOGIST
VANCE H. MARCHBANKS	-- SPACE PHYSICIAN
CHARLES STEWART PARKER	-- BOTANIST
GERALDINE PITTMAN WOODS	-- ZOOLOGIST
WALTER STERLING WILKLIFFEE	-- FORESTER
LOUIS W. ROBERTS	-- MATHEMATICIAN AND PHYSICIST
CHARLES SPURGEON FLETCHER	-- PHYSICAL GEOLOGIST
ERNEST EVERETT JUST	-- MARINE BIOLOGIST
JEWEL PLUMMER COBB	-- CELL PHYSIOLOGIST

RESOURCES

1. BLACKS IN SCIENCE: ASTROPHYSICIST TO ZOOLOGIST BY HATTIE CARWELL (SMITHTOWN, N.Y.: EXPOSITION PRESS, 1977).

2. LEGACY FOR ALL: A RECORD OF ACHIEVEMENTS BY BLACK AMERICAN SCIENTISTS BY BELL SYSTEM/WESTERN ELECTRIC

3. BLACK CONTRIBUTORS TO SCIENCE AND ENERGY TECHNOLOGY

DR. SHIRLEY ANN JACKSON -- PHYSICIST

1945 -

DR. SHIRLEY ANN JACKSON IS A NATIVE OF WASHINGTON, D.C. SHE WAS THE FIRST BLACK WOMAN IN THE UNITED STATES TO EARN A PH.D. IN PHYSICS AND THE FIRST BLACK WOMAN TO EARN A DOCTORATE FROM THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

DR. JACKSON STUDIES THE BEHAVIOR OF ELEMENTARY PARTICLES. SHE AND HER COLLEAGUES USE MATHEMATICAL FORMULAS TO EXPLAIN THE NUCLEAR FORCES WHICH INFLUENCE THE BEHAVIOR OF THESE PARTICLES.

SHE HAS BEEN A VISITING SCIENTIST ABROAD, AS WELL AS A SPECIAL INSTRUCTOR AT THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

DR. CHARLES TURNER -- ENTOMOLOGIST

1867-1923

DR. CHARLES TURNER WAS BORN IN CINCINNATI, OHIO, WHERE HE GRADUATED FROM HIGH SCHOOL. AS A YOUNG BOY HE WAS FASCINATED BY NATURE AND WAS ESPECIALLY INTERESTED IN INSECT BEHAVIOR. HE CONTINUED HIS STUDIES, RECEIVING A BACHELOR AND MASTER'S OF SCIENCE DEGREES, AND THEN OBTAINING A PH.D. FROM THE UNIVERSITY OF CHICAGO.

IN HIS RESEARCH, DR. TURNER DISCOVERED THAT BEES ARE ATTRACTED TO FLOWERS BY COLOR AND ODOR AS WELL AS BY FLORAL PATTERNS. HE WAS THE FIRST ONE TO PROVE THAT INSECTS CAN HEAR AND DISTINGUISH PITCH.

N. Y. PUBLIC LIBRARY

Matthew Henson -- Explorer

1866 - 1955

Matthew Henson was born on a farm in Charles County, Maryland. His father died when he was four years old, and at the age of thirteen he ran off to sea and remained for five years. Aboard the ship he learned many skills that proved valuable in his later role as an explorer.

Rear Admiral Robert E. Peary offered Henson a job as a personal attendant. He accepted that position, but became an important assistant on expeditions and explorations working with Peary for 23 years.

It was Henson who as a trailblazer, became the first man to stand on the North Pole. Rear Admiral Peary arrived 45 minutes later with the rest of the expedition party.

DR. J. ERNEST WILKINS -- MATHEMATICIAN

1923 -

DR. J. ERNEST WILKINS, JR. WAS BORN IN CHICAGO, ILLINOIS. HE ATTRACTED NATIONAL ATTENTION WHEN HE RECEIVED HIS COLLEGE DEGREE AT 17, EARNED HIS MASTER'S A YEAR LATER, AND HIS DOCTORATE IN MATHEMATICS AT THE AGE OF NINETEEN FROM THE UNIVERSITY OF CHICAGO.

DR. WILKINS HAS CONTRIBUTED TO RESEARCH AND DEVELOPMENT IN THE NUCLEAR POWER FIELD. HIS PRIMARY ACHIEVEMENT HAS BEEN THE DEVELOPMENT OF SHIELDS AGAINST GAMMA RAYS FROM THE SUN AND NUCLEAR SOURCES.

DR. DOROTHY MCCLENDON -- MICROBIOLOGIST

1924 -

DR. DOROTHY MCCLENDON WAS BORN IN MINDEN, LOUISIANA, BUT MOVED TO DETROIT, MICHIGAN IN HER EARLY TEENS. IN HIGH SCHOOL, SHE BECAME INTERESTED IN SCIENCE AND PURSUED HER STUDIES IN BIOLOGY AT TENNESSEE AGRICULTURAL AND INDUSTRIAL STATE UNIVERSITY.

DR. MCCLENDON BECAME AN INDUSTRIAL MICROBIOLOGIST FOR THE ARMY. SHE STUDIES MICROORGANISMS, LIVING THINGS TOO TINY TO BE SEEN BY THE NAKED EYE. DR. MCCLENDON COORDINATES MICROBIOLOGICAL RESEARCH, AND DEVELOPS METHODS TO PREVENT MICROORGANISMS FROM CONTAMINATING THE FUEL AND DETERIORATING MILITARY STORAGE MATERIAL.

SUBJECT: Mathematics GRADE LEVEL: 3-6

Behavioral Objectives:

1. Given a set of mathematical problems to review computation in addition, subtraction, multiplication and division, the learner will correctly solve 8/8.

2. Using the solutions to the problems, the learner will identify the Black scientist's name by matching the letter of each problem's answer to the corresponding blank space.

Teaching Procedures:

1. The teacher will distribute the worksheet to class and request a student to read the directions and the information about the scientist. Inquire if all understand and if there are any questions.

2. While the students are completing the worksheet, copy the worksheet exercise on the chalkboard.

3. Orally check answers to mathematical problems with class; have students make corrections.

4. Call on students to come to the chalkboard and fill in blanks until each name is identified.

5. Place a picture of Dr. Daniel Hale Williams so that students can easily see it.

Resources/Materials/Extended Activities

1. A library (public or school) may have books about Dr. Williams.

2. Check school system professional library or teacher's resource center for posters or pictures with biographical information about Dr. Williams.

HEART SURGEON

This famous Black doctor was a pioneer in open heart surgery. In 1893, he performed the first successful open heart surgery on a knifing victim. He performed the operation without the aid of x-rays, blood transfusion or anesthetics.

DIRECTIONS: To discover the name of this doctor, solve the problems below. Place the letter of the problem in the blank space at the bottom of the page that matches the answer to the problem.

D. $8\overline{)3152}$

L. $32 + 95$

E. 159×3

I. 33×7

A. $552 - 375$

H. $36 + 47 + 58$

N. $4\overline{)868}$

R. $4{,}321 - 4{,}201$

M. $64 + 79 + 21$

W. $783 - 466$

S. 263×3

394	120	394	177	217	221	447	127
141	177	127	477				
317	221	127	127	221	177	164	789

(Adapted from Home Activities Packet published by the Michigan State Board of Education, Office of Sex Equity, Fall 1983.

SUBJECT: Science (Classifying) GRADE LEVEL: 3 -- 6

Behavioral Objectives:

1. Given a set of peanuts in the shell (6 per student) the students will develop a system of classification.

2. Given a worksheet with a list of items that George Washington Carver developed from the peanut, the student will classify the products.

Materials: Peanuts (6 per student) and paper cups

Teaching Procedures:

1. Teacher will explain the term classifying, e.g., classifying is a means of organizing or grouping things or facts. Animals and plants are classified according to certain characteristics. We are going to set up a classification for peanuts.

2. Present an oral sample activity. Explain to students: Before we begin our peanut classification, we will practice grouping with objects in our classroom. Look around the room and think of what items you could select and sort into 2 groups. Teacher will lead the discussion of what 2 groups the items could be listed in, e.g. teacher materials and student materials. Let children give other ideas of classifying.

3. Have students work in groups of 3. Using a blank sheet of paper, the students will list their classification ideas. Stop this activity after 10 minutes. Use the chalkboard to list the various classifications. Encourage the students to identify the most suitable categories: size, shape, color and texture.

4. Distribute the worksheet with listings of peanut products developed by George Washington Carver. Students will develop a classification system for grouping the products.

5. Students may eat peanuts at the end of the activity.

Resources:

1. Use the Afro-American Almanac for a larger listing of peanut products.

2. Background information can be found in Black Pioneers of Science and Invention by Louis Haber (New York, N.Y.: Harcourt Brace, 1970).

HEART SURGEON

This famous Black doctor was a pioneer in open heart surgery. In 1893, he performed the first successful open heart surgery on a knifing victim. He performed the operation without the aid of x-rays, blood transfusion or anesthetics.

DIRECTIONS: To discover the name of this doctor, solve the problems below. Place the letter of the problem in the blank space at the bottom of the page that matches the answer to the problem.

D. $8\overline{)3152}$ = 394

L. $32 + 95 = 127$

E. $159 \times 3 = 477$

I. $33 \times 7 = 221$

A. $552 - 375 = 177$

H. $36 + 47 + 58 = 141$

N. $4\overline{)868}$ = 217

R. $4{,}321 - 4{,}201 = 120$

M. $64 + 79 + 21 = 164$

W. $783 - 466 = 317$

S. $263 \times 3 = 789$

D 394	R 120	D 394	A 177	N 217	I 221	E 447	L 127
H 141	A 177	L 127	E 477				
W 317	I 221	L 127	L 127	I 221	A 177	M 164	S 789

(Adapted from Home Activities Packet published by the Michigan State Board of Education, Office of Sex Equity, Fall 1983.

PEANUT CLASSIFICATION WORKSHEET

BACKGROUND: George Washington Carver was an agricultural chemist. At his suggestion, the farmers planted peanuts to enrich the soil. By the early 1900's, there was an overflow of peanut crops and peanuts were spoiling.

Dr. Carver worked hard and long in his laboratory developing over 300 products from the peanut.

DIRECTIONS: Think of ways to sort the peanut products below into two groups. In each group all objects should be alike in some way.

butter coffee cheese dyes linoleum paint face powder

ink plastics shampoo insulating boards wood stains

#1 _____ #2 _____

SUBJECT: Mathematics GRADE LEVEL: 3 -- 6

Behavioral Objective(s):

1. Given a set of mathematical problems to review addition, multiplication and subtraction, the student will correctly solve 6/7.

2. The student will identify the dates that 7 Black women received their Ph.D. degrees by matching the answer of the mathematical problem to the name that has the same date.

Teaching Procedure:

1. The teacher will distribute the worksheet to the class and read aloud the directions and the list of Black women scientists.

2. The teacher will instruct the students to complete the worksheet independently. Upon completion, the teacher may wish to check orally giving answers or to have students exchange papers and write answers on the chalkboard.

BLACK WOMEN SCIENTISTS WORKSHEET

BACKGROUND: Some scientists continue their university studies until they can graduate with an advanced degree. The most advanced degree is called a Ph.D. (the Doctorate of Philosophy).

DIRECTIONS: Listed below are the names of 7 Black women scientists with the year each received her Ph.D. degree. Complete the math problems at the bottom of the page. Then place the letter of the problem on the blank space next to the name of each scientist that matches the date of her degree.

____ Dr. Marie Maynard Daly was the first Black woman to earn a Ph.D. degree in chemistry in 1947.

____ Dr. Lilia Abron Robinson, an environmental and sanitary engineer, received a Ph.D. degree in chemical engineering in 1971.

____ Dr. Flemmie P. Kittrell, a nutritional chemist, received her Ph.D. in 1940.

____ Dr. Marjorie Lee Browne, a mathematician, was one of the first two Black American women to earn a Ph.D. in mathematics in 1949.

____ Dr. Johnnie Watts Protrho, a food chemist, received her Ph.D. degree in 1952.

____ Dr. Marguerite Thomas was the first Black to receive a Ph.D. degree in geology in 1942.

____ Dr. Shirley Ann Jackson, a nuclear physicist, was the first Black woman in the U.S. to earn a Ph.D. in physics in 1973.

(A)
$$\begin{array}{r} 574 \\ 636 \\ +\ 730 \\ \hline \end{array}$$

(B)
$$\begin{array}{r} 976 \\ \times\ 2 \\ \hline \end{array}$$

(C)
$$\begin{array}{r} 17{,}869 \\ -\ 15{,}922 \\ \hline \end{array}$$

(D)
$$\begin{array}{r} 1{,}437 \\ +\ 534 \\ \hline \end{array}$$

(E)
$$\begin{array}{r} 8{,}832 \\ -\ 6{,}890 \\ \hline \end{array}$$

(F)
$$\begin{array}{r} 295 \\ 674 \\ 822 \\ +\ 158 \\ \hline \end{array}$$

(G)
$$\begin{array}{r} 3{,}096 \\ -\ 1{,}123 \\ \hline \end{array}$$

BLACK WOMEN SCIENTISTS WORKSHEET

BACKGROUND: Some scientists continue their university studies until they can graduate with an advanced degree. The most advanced degree is called a Ph.D. (the Doctorate of Philosophy).

DIRECTIONS: Listed below are the names of 7 Black women scientists with the year each received her Ph.D. degree. Complete the math problems at the bottom of the page. Then place the letter of the problem on the blank space next to the name of each scientist that matches the date of her degree.

C — Dr. Marie Maynard Daly was the first Black woman to earn a Ph.D. degree in chemistry in 1947.

D — Dr. Lilia Abron Robinson, an environmental and sanitary engineer, received a Ph.D. degree in chemical engineering in 1971.

A — Dr. Flemmie P. Kittrell, a nutritional chemist, received her Ph.D. in 1940.

F — Dr. Marjorie Lee Browne, a mathematician, was one of the first two Black American women to earn a Ph.D. in mathematics in 1949.

B — Dr. Johnnie Watts Protrho, a food chemist, received her Ph.D. degree in 1952.

E — Dr. Marguerite Thomas was the first Black to receive a Ph.D. degree in geology in 1942.

G — Dr. Shirley Ann Jackson, a nuclear physicist, was the first Black woman in the U.S. to earn a Ph.D. in physics in 1973.

(A)
$$\begin{array}{r} 574 \\ 636 \\ +\ 730 \\ \hline 1,940 \end{array}$$

(B)
$$\begin{array}{r} 976 \\ \times\ 2 \\ \hline 1,952 \end{array}$$

(C)
$$\begin{array}{r} 17,869 \\ -\ 15,922 \\ \hline 1,947 \end{array}$$

(D)
$$\begin{array}{r} 1,437 \\ +\ 534 \\ \hline 1,971 \end{array}$$

(E)
$$\begin{array}{r} 8,832 \\ -\ 6,890 \\ \hline 1,942 \end{array}$$

(F)
$$\begin{array}{r} 295 \\ 674 \\ 822 \\ +\ 158 \\ \hline 1,949 \end{array}$$

(G)
$$\begin{array}{r} 3,096 \\ -\ 1,123 \\ \hline 1,973 \end{array}$$

SUBJECT: Mathematics/Social Studies GRADE LEVEL: 3 - 6

Behavioral Objective(s):

1. Using a list of 8 Black scientists with their birth and death dates, students will calculate their age at the time of death.

2. Given a list of 8 Black scientists and their achievements, students will match a minimum of 6 Black scientists with their achievements.

Teaching Procedures:

1. Distribute the worksheet to students and provide time for them to independently calculate the age of each scientist.

2. Upon completion, the students read aloud the age at the time of death as well as the accomplishments of the scientists.

3. Tell the students to take the worksheet home to study for a quiz matching accomplishments to Black scientists.

4. The next day, write the two lists on the chalkboard or duplicate the quiz and have the students complete it.

CALCULATING AGE WORKSHEET

Directions: Read through the list of Black contributors to mathematics and science. Subtract each scientist's date of birth from his/her date of death to figure the age of each scientist at the time of his/her death.

Example: Lewis Howard Latimer: b. (born) 1848 -- d. (died) 1928

$$\begin{array}{r} 1928 \\ -- \ 1848 \\ \hline 80 \end{array}$$

age 80

1. Dr. Charles Drew: b. 1904 -- d. 1950, a pioner in blood plasma. He set up the Red Cross blood bank in America.

age _____

2. Percy Lavon Julian: b. 1899 -- d. 1975, developed a healing drug for arthritis made from the soybean.

age _____

3. Ernest Everett Just: b. 1883 -- d. 1941, a marine biologist who became a leading authority on marine eggs.

age _____

4. George Washington Carver: b. 1864 -- d. 1943, an agricultral chemist who developed more than 300 products from the peanut.

age _____

5. Norbert Rillieux: b. 1806 -- d. 1894, an inventor who revolutionized the sugar industry by developing a refining process.

age _____

6. Marjorie Lee Brown: b. 1914 -- d. 1979, a mathematician, one of the first two Black American women to earn a Ph.D. in mathematics in 1949.

age _____

age _____

7. Flemmie P. Kittrell: b. 1904 -- d. 1980, a nutritional chemist who was a leader in child studies and made contributions to the science of nutrition.

age _____

8. Archie A. Alexander: b. 1888 -- d. 1958, an engineer and bridge builder who built the Tidal Basin Bridge and the Whitehurst Freeway in Washington, D.C.

age _____

*Adapted from Notable Black Women published by the Michigan Department of Education, Office of Sex Equity, January 1984.

CALCULATING AGE WORKSHEET

Directions: Read through the list of Black contributors to mathematics and science. Subtract each scientist's date of birth from his/her date of death to figure the age of each scientist at the time of his/her death.

Example: Lewis Howard Latimer: b. (born) 1848 -- d. (died) 1928

$$\begin{array}{r} 1928 \\ -\,1848 \\ \hline 80 \end{array}$$

age 80

1. Dr. Charles Drew: b. 1904 -- d. 1950, a pioner in blood plasma. He set up the Red Cross blood bank in America.

$$\begin{array}{r} 1950 \\ -\,1904 \\ \hline 46 \end{array}$$

age 46

2. Percy Lavon Julian: b. 1899 -- d. 1975, developed a healing drug for arthritis made from the soybean.

$$\begin{array}{r} 1975 \\ -\,1899 \\ \hline 76 \end{array}$$

age 76

3. Ernest Everett Just: b. 1883 -- d. 1941, a marine biologist who became a leading authority on marine eggs.

$$\begin{array}{r} 1941 \\ -\,1883 \\ \hline 58 \end{array}$$

age 58

4. George Washington Carver: b. 1864 -- d. 1943, an agricultral chemist who developed more than 300 products from the peanut.

$$\begin{array}{r} 1943 \\ -\,1864 \\ \hline 79 \end{array}$$

age 79

5. Norbert Rillieux: b. 1806 -- d. 1894, an inventor who revolutionized the sugar industry by developing a refining process.

$$\begin{array}{r} 1894 \\ -\,1806 \\ \hline 88 \end{array}$$

age 88

6. Marjorie Lee Brown: b. 1914 -- d. 1979, a mathematician, one of the first two Black American women to earn a Ph.D. in mathematics in 1949.

$$\begin{array}{r} 1979 \\ -\,1914 \\ \hline 65 \end{array}$$

age 65

QUIZ

Place the number of accomplishment in the blank next to the scientist's name.

1. set up the Red Cross blood bank	___	Percy Julian
2. developed a healing drug from soybeans	___	Flemmie P. Kittrell
3. one of the first Black American female Ph.D.'s in Mathematics	___	Dr. Charles Drew
4. a nutritional chemist	___	Archie Alexander
5. developed more than 300 products from the peanut	___	Norbert Rillieux
6. a marine biologist	___	Ernest Everett Just
7. revolutionized the sugar industry	___	Marjorie Lee Brown
8. an engineer and bridge builder	___	George Washington Carver

age _____

7. Flemmie P. Kittrell: b. 1904 -- d. 1980, a nutritional chemist who was a leader in child studies and made contributions to the science of nutrition.

$$\begin{array}{r} 1980 \\ -1904 \\ \hline 76 \end{array}$$

age 76

8. Archie A. Alexander: b. 1888 -- d. 1958, an engineer and bridge builder who built the Tidal Basin Bridge and the Whitehurst Freeway in Washington, D.C.

$$\begin{array}{r} 1958 \\ -1888 \\ \hline 70 \end{array}$$

age 70

*Adapted from Notable Black Women published by the Michigan Department of Education, Office of Sex Equity, January 1984.

SUBJECT: Mathematics

GRADE LEVEL: 3 -- 6

Behavioral Objective(s):

1. Using a biographical sketch, the student will read the background of a Black scientist and identify the mathematical information presented.

2. To practice problem solving, the student will compute the mathematical material within the story and then answer correctly 8 out of 10 questions.

Teaching Procedures:

1. The teacher will distribute the worksheet, and read the directions and the story aloud to the class.

2. The teacher will request the students to read the story silently to themselves.

3. Then the students will be divided into 4 teams. The teacher may time the groups with the goal of getting the correct answers within a certain number of minutes, according to the age of the students.

4. When all are completed, share answers and students correct their own individual papers. Explorer badges or similar prizes can be given to the group that has the most students with 6 or more correct answers.

Resources/Materials/Extended Activities:

1. The Smithsonian Institution has many small buttons relating to mathematics and science, as well as other incentive items that can be purchased inexpensively from the gift shops.

2. Students can discuss and draw mathematical instruments that could be used on an expedition.

QUIZ

Place the number of accomplishment in the blank next to the scientist's name.

1. set up the Red Cross blood bank	2	Percy Julian
2. developed a healing drug from soybeans	4	Flemmie P. Kittrell
3. one of the first Black American female Ph.D.'s in Mathematics	1	Dr. Charles Drew
4. a nutritional chemist	8	Archie Alexander
5. developed more than 300 products from the peanut	7	Norbert Rillieux
6. a marine biologist	6	Ernest Everett Just
7. revolutionized the sugar industry	3	Marjorie Lee Brown
8. an engineer and bridge builder	5	George Washington Carver

STORY PROBLEM WORKSHEET

DIRECTIONS: Read the biographical sketch of Matthew Henson, the Black explorer. Pay close attention to dates and information about ages. Answer the questions at the end of the story.

Matthew Henson was born in 1866 in Charles County, Maryland. His father died when he was 4 years old. He attended school and by eleven took odd jobs. At the age of thirteen he became a cabin boy for a ship and sailed for five years. While sailing, Matthew studied seamanship,and learned to speak Russian, hunt wolves and handle a sled. These skills were to be valuable in his later role as an explorer.

In 1890, Robert E. Peary, then a naval engineer, offered Henson a position as a servant. He accepted the job because it held the promise of adventure. Henson was promoted because of his experiences. He also became an expert on Eskimo customs.

Peary and Henson made several expeditions to the Arctic. There was a great deal to learn about the North or South Polar regions.

In 1898 an English publisher presented Peary with a ship to further his Arctic studies. Henson accompanied Peary on the northward voyage. They did not return for four years.

On the trip to the Arctic Circle on July 8, 1980, Matthew Henson was 42 years old and Peary 10 years older. They reached the North Pole on April 6, 1909. It was mutual support, determination and friendship that helped them achieve their goal. They worked together for 23 years.

Matthew Henson, as a trailblazer for the expedition, was the first man to stand on the North Pole. Peary and the rest of the party arrived 45 minutes later.

Matthew Henson died in 1955.

STORY PROBLEM QUESTIONS

1. What year did Matthew Henson's father die? _____

2. How old was Henson at the end of his 5 years of sailing? _____

3. How old was Henson in 1890? _____

4. In 1898 Peary and Henson made a voyage to the Arctic. How many years had passed since Henson began to work for Peary? _____

5. In what year did they return from the Arctic voyage? _____

6. How old was Peary in 1908? _____

7. How many months did it take Henson and Peary to reach the North Pole? _____

8. If Henson had reached the North Pole at 3:00 p.m., what time did Peary arrive? _____

9. In what year did Peary and Henson end their work together? _____

10. How old was Henson when he died? _____

SUBJECT: Science GRADE LEVEL: 3 -- 6

Behavioral Objectives:

1. The student will be able to define the word entomology.

2. Using two different insects, the student will be able to identify at least two similarities and two differences in the physical structures of the insects.

3. The student will be able to identify Dr. Charles Turner as a Black entomologist and will be able to state one of his contributions.

Materials:

1. biographical sketch of Dr. Charles Turner
2. For each pupil: straight pins, small capped jars and a sheet or corrugated cardboard
3. 1 bottle of rubbing alcohol
4. 3-4 magnifying glasses
5. (optional) several insect classification books

Teaching Procedures: (Activity done best in the spring or fall)

1. The teacher will write the word entomology and its definition of the board.

ENTOMOLOGY -- the study of insects. Entomologusts sometimes discover new kinds of insects.

2. The teacher can introduce Dr. Charles Turner, a Black entomologist, to the class by reading his biographical sketch (sheet located in guide) and discussing his contributions.

3. The teacher should discuss with students the the necessity for humane behavior in the capturing and killing insects for study. A small capped jar containing an alcohol-soaked ball of collon can be used to quickly kill the insects. The teacher will take the class to school grounds or a nearby park to collect insects. When most students have collected 2 insects, the class should return to the classroom with the insects in securely closed jars.

4. Students will mount their dead insects with straight pins on the corrugated cardboard.

5. Each student should examine two insects one at a time then compare and list similarities and differences in separate columns.

(Adapted from Science with Children by Noris A. Trojcak)

STORY PROBLEM QUESTIONS

1. What year did Matthew Henson's father die? 1870

2. How old was Henson at the end of his 5 years of sailing? 18

3. How old was Henson in 1890? 24 yrs. old

4. In 1898 Peary and Henson made a voyage to the Arctic. How many years had passed since Henson began to work for Peary? 8

5. In what year did they return from the Arctic voyage? 1902

6. How old was Peary in 1908? 52

7. How many months did it take Henson and Peary to reach the North Pole? 9 months

8. If Henson had reached the North Pole at 3:00 p.m., what time did Peary arrive? 3:45 P.M.

9. In what year did Peary and Henson end their work together? ____

10. How old was Henson when he died? 89

PUZZEL OF THE DOG AND THE HARE

(Recorded in Benjamin Banneker's Manuscript Journal, 1798)

When fleecy skies have Cloth'd the ground
With a white mantle all around
The with a greyhound Snowy fair
In milk white fields we Cours'd a Hare
Just in the midst of a Champaign
We set her up, away she ran,
The Hound I think was from her then
Just thirty leaps of three times ten
Oh it was pleasant for to see
How the Hare did run so timorously
But yet so very Swift that I
Did think she did not run but Fly
When the Dog was almost at her heels
She quickly turn'd to the place she were
At every turn she gain'd of ground
As many yards as the greyhound
Could leap at thrice, and She did make,
Just Six, if I do not mistake
Four times She Leap'd for the Dogs three
But two of the Dog's leaps did agree
With three of hers, nor pray declare
How many leaps he took to Catch the Hare?

ANSWER:

Just Seventy two I did Suppose
An Answer false from thence arose,
I Doubled the Sum of Seventy two
But still I found that would not do,
I mix'd the Numbers of them both,
Which Shew'd so plain that I'll make Oath,
Eight hundred leaps the Dog did make,
And Sixty four, the Hare to take.

4 : 72 : : 48

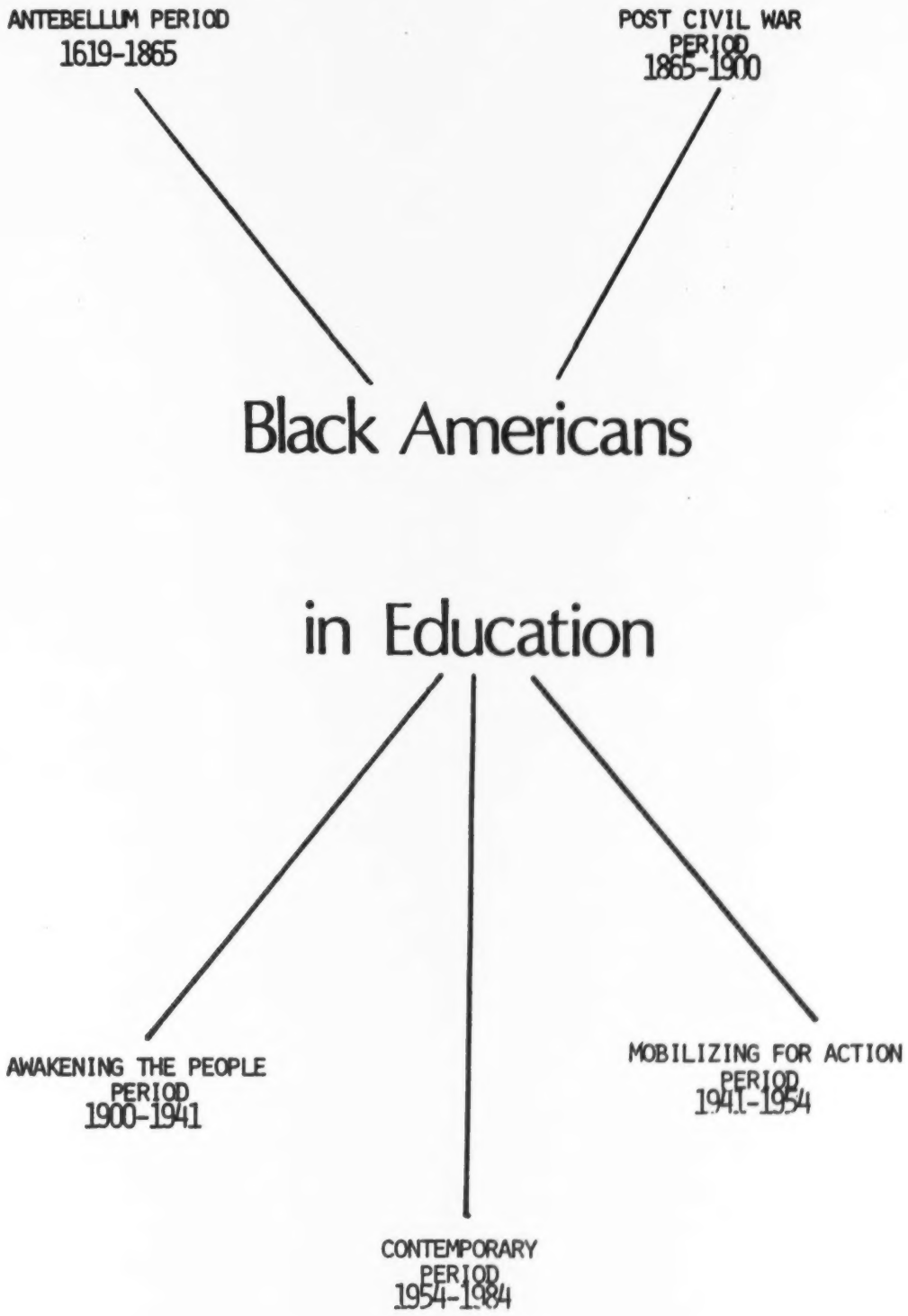
48

576

288

4)3456

864 ans.


ANTEBELLUM PERIOD
1619-1865
POST CIVIL WAR PERIOD
1865-1900
Black Americans
in Education
AWAKENING THE PEOPLE PERIOD
1900-1941
CONTEMPORARY PERIOD
1954-1984
MOBILIZING FOR ACTION PERIOD
1941-1954

Contemporary Educators

Directions: Research to find the answer to these questions.

Roy Wilkins
NAACP Executive Director

1. What does NAACP stand for?
2. How long was I executive director?
3. Where was I born?
4. Where is the national headquarters?

1. What does NEA stand for?
2. Where is the national headquarters located?
3. How many members make up the NEA?
4. What does ATA stand for?
5. When and why did the ATA and NEA combine?

Mary Hatwood Futrell
President–NEA

Marva Collins
Educator

1. What am I known for?
2. Where is the location of my school?
3. What techniques do I use to help students learn?

1. What contribution have I made to education?

Adam Clayton Powell, Jr.
US Congressman

Prominent Personalities in Education

Directions: Using a reference of your choice, place the name of the educators below in the appropriate period of education when they made their greatest contribution?

Ante Bellum Period 1619-1865	Post Civil War Period 1865-1900	Awakening the People Period 1900-1941	Mobilizing for Action Period 1941-1954	Contemporary Period 1954-1984

Daniel A. Payne
Fannie J. Coppin
Mary McLeod Bethune
Ralph Johnson Bunche
Samuel L. Banks
Marva Collins
Walter F. White
W.E.B. DuBois
Richard R. Wright, Sr.
Catherine Ferguson
William Pickens
Mary Hartwood Futrell

Subject: Social Studies Grade Level: 3-6
Title: Black Americans and Education

Objectives: Each student will be able to name the five major periods in the struggle for excellence in education for Black Americans

Each student will be able to identify at least two prominent personalities who contributed to each major period.

Initiating Activities:

To stimulate students' interest, plan the following activity:

Introduce the major five periods in education for Black Americans by asking the following questions:

1. What was education like for Afro-Americans in the early days of America?

2. What type of work did most Blacks do?

3. Was education important at that time? Explain your answer.

4. Why couldn't Blacks get a good education like they do today?

5. Is education important in your life today?

6. Should all people be educated?

Show a transparency of the diagram showing the periods in the struggle for excellence in education. Use the pictures and resource sheets from the kit to explain each period.

Developmental Activities:

1. Make posters creating and depicting famous personalities who contributed to each period in the education/history of Blacks.

2. Develop a timeline showing the periods in the history of education for Blacks.

3. Choose one of the following persons to research for factual information.

Continued
Developmental Activities:

Anthony Benezet
John Chavis
Catherine Geguson
Booker T. Washington
Charlotte Forter Grimke
Reverend Patrick F. Healy
Alain Locke
Nannie Burroughs
Carter G. Woodson
Ada Sipuel
Walter White
Charles Hamilton Houston
Mordecai Johnson
Benjamin Mays
Elizabeth Koontz
Ruth Love
Dr. Roland N. Patterson

4. Make a booklet titled "First Blacks". In your booklet, you should research to find who was the first Black to enter certain jobs, open opportunities for other, etc. For example: First Black President of the NEA - Mrs. E. Koontz, First Black military aviator - Captain William Campbell.

5. Take photographs of historical Black churches/ buildings in your area. Compile the pictures for a bulletin board display.

6. Make mobile of each period and list factual information or personalities for each.

7. Write a composition tell the importance of a good education in the life of Blacks today.

8. Write a good paragraph telling the qualities of your favorite teacher.

9. Research some contemporary personalities in education.

10. Interview a contemporary personality in your neighborhood.

11. Make a diary or keep a log of a major task in which you had to accomplish.

12. Sing or play songs of ethnic music that shows the hardship of Blacks.

13. Visit museums, galleries, historical sites, etc.

14. Listen to stories and poems.

Subject: Social Studies
Title: Biography Book Report

Grade Level: 3-6

Directions: Read a biography on one of the following famous Afro-Americans and answer the following groups of questions as directed. Your final report must be in paragraph form and it must include the questions answered in each group. The Biography Information Form must be attached to the front of your written report.

Ralph Bunche	James Augustine Healy	Denmark Vesey
Joseph Cinque	Marcus Garvey	Booker T. Washington
Ida Wells Barnett	James Underdue	Carter G. Woodson
Mary McLeod Bethune	A. Philip Randolp	Harriet Tubman
Jesse Jackson	Sojourner Truth	Rosa Parks
Malcom X	Benjamin Banneker	Martin Luther King, Jr.
Frederick Douglass	Crispus Attacks	W.E. DuBois

Group A - Answer all questions:

1. Where and when was this Afro-American born?
2. What are some important facts about the person's family and early life?
3. In what field of work was this person involved?
4. What are this person's most important contributions?

Group B - Choose any 3 questions below:

1. What do you most admire about this person?
2. What did this person do to make conditions better for Afro-Americans?
3. What did you like or dislike about this person? Why?
4. If you could meet this person, what questions might you ask?
5. What characteristics do you think describe this person?
6. What problems did this person have to overcome?

Group C - Choose at least one activity below:

1. Create an illustration of the main character concentrating on the facial features.
2. Dress up like your Afro-American report character and be prepared to travel to other classrooms sharing your famous character.
3. Create a banner displaying famous quotes made by your Afro-American character.
4. Write an original skit that shows how this person's contribution was essential to America.
5. Write a poem about this person.
6. Write an interview with this person and include information about his/her life.

Biography Information Form

Name of Book _____

Author _____ Pages_____

Publisher _____ Date of Publication _____

Where did you get your book? School library___ Public library_____
Home _____ Other_____

Your Name:_____

Subject: Social Studies **Grade Level:** 3-6
Title: Organizations and Civil Rights

Objective: Each student will be able to recognize and name two organizations that works for equal rights for Afro-Americans.

Initiating Activities:

To stimulate students' interest, plan the following activity:

- Tell the students to pretend that a new law had been enacted by Congress. The new law states that anyone 6 feet or taller could not own a house or car as of 6:00 a.m. tomorrow morning. Allow the students to discuss the new law. Try to establish the unfairness of the new law by asking the following questions:

  1. Do you know of anyone who is 6 feet or taller?
  2. How would this law change that person's life or life style?
  3. How would this new law effect your family?

- Divide the class into small groups and ask them to think of ways to change the new law. Motivate the students by asking these questions.

  1. Who would you contact to change the law? Why?
  2. What could your group do to help change this new law?
  3. How could your family and friends help you change the law.
  4. What are the names of some organizations that would assist you in changing the new law?

- Encourage the students to present their ideas.

Developmental Activities:

To help the students understand organizations that work to make things better for Afro-Americans, ask them to complete the following activities:

- Research the National Association for the Advancement of Colored People (NAACP).
- Make a list of Black Lawyers and tell of their contributions to the Civil Rights Movement.

Continued
Developmental Activities:

- Research one of the following and tell their contribution to the advancement of Afro-Americans.

Thurgood Marshall	Constance Baker Motely
Robert L. Carter	Clarence Mitchell, Sr.
Jack Greenberg	Roy Wilkins

- Research the Civil Rights Congress and give its major purpose for organizing.
- Make a booklet showing important legal action won by the NAACP.
- Research the Virginia Organization of Civil Rights and give the 14-point resolution that was adopted in 1947.
- Make a list of other Americans who have contributed to the advancement of Blacks.
- Write letters to the National Headquarters of the NAACP to seek additional information.
- Invite guests speakers from the NAACP.
- Write letters to the Southern Christian Leadership Conference (SCLC).
- Make a filmstrip showing different leaders and/or organizations that helped Blacks.
- Make poems telling the contributions of Rosa Parks, Stokely Carmichael and Martin Luther King.

The Meaning of Kwanza

Kwanza is a Swahili word meaning "first" and signifying the first fruits of the harvest. From December 26 to January 1, many people of African descent in America celebrate Kwanza.

In Africa, there are many customs which transcend the various ethnic groups found on the continent. One of these is the celebration of the harvest. At this time of the year, people come together to celebrate and give thanks for their good fortune. Working towards the harvest is a communal effort, as is the celebration.

Here in America in 1966, Maulana Ron Karenga and the U.S. Organization adopted the basic principles of the harvest in Africa to create the celebration of Kwanza. Karenga recognized that on the whole, Africans born in America do not live in an agricultural setting. Nonetheless, he sought to emphasize that the basic principles found in producing the harvest are vital to the building and maintenance of strong and wholesome communities.

In this way, Kwanza was developed. Kwanza is that time when we reflect on our use of the basic principles, share and enjoy the fruits of our labor; and recommit ourselves to the collective achievement of a better life for our family, our community, and our people.

The Kwanza Kit Anacostia Neighborhood Museum/Smithsonian Institution, Washington, D.C.

KWANZA

KWANZA

Subject: Social Studies Grade Level: 3-6

Title: Celebration of Kwanza

Objectives: Each student will be able to tell the significance of the celebration of Kwanza in America.

Each student will be able to name the seven principles of Kwanza.

Initiating Activities

To stimulate students' interest in a study of Kwanza plan the following activity:

Divide the class into small groups. Have each group brainstorm to name as many holidays celebrated in America as they can.

When the group has selected a number of holidays celebrated in the U.S., tell them to give symbols associated with each holiday. (example: Easter--eggs, bunny/Fourth of July--firecrackers, U.S. flag, etc.)

Ask the students to name a holiday which honor Black Americans or associated with Black Americans.

To develop an understanding of a need for Kwanza continue the discussion by asking these questions:

1. Why do you think there is a small number of days honoring Afro-Americans?

2. Should there be more days honoring Black Americans? Why or why not?

3. If you had to establish a holiday to honor a Black American, what would you name the holiday? Why?

4. Who would you honor and why?

Developmental Activities

1. To help students learn about the meaning of Kwanza, allow each group to read the resource sheet, "The Meaning of Kwanza" and have each student/group complete one of the creative activities listed below. Create an environment that would allow the students to discuss the Resource Sheet freely. To extend their comprehension of the Resource Sheet, ask questions such as:

   Why do you think Maulana Ron Karenga and U.S. organizations chose 1966 as an appropriate time to adopt an African custom in America?

   Why do you suppose Kwanza is celebrated from December 26 to January 1?

90

What purposes are given for the development of Kwanza?

How would you describe the celebration of Kwanza to a friend or family member?

Creative Activities

1. Make a mobile showing basic facts of the meaning of Kwanza.

2. Make a cassette tape recording of the Resource Sheet. Less able readers may either listen to the tape to obtain information about Kwanza or use it as a read-along tape.

3. Students may be interested in researching the Civil Rights Movement to obtain background information for the establishment of Kwanza.

4. Students may wish to research to find other Swahili words and their meanings.

5. Students may be interested in researching other celebrations and festivals held in Africa.

6. Write letters to African embassies for materials about their countries.

7. Draw or make symbols which have a special meaning to the celebration of Kwanza.

2. To develop an understanding of the seven principles of Kwanza, plan the following activities:

Read the Resource Sheet "Principles of Kwanza". Allow the students to pronounce the Swahili words using the pronounciation key.

Discuss the English meaning of each principle.

Draw pictures of the symbols of Kwanza.

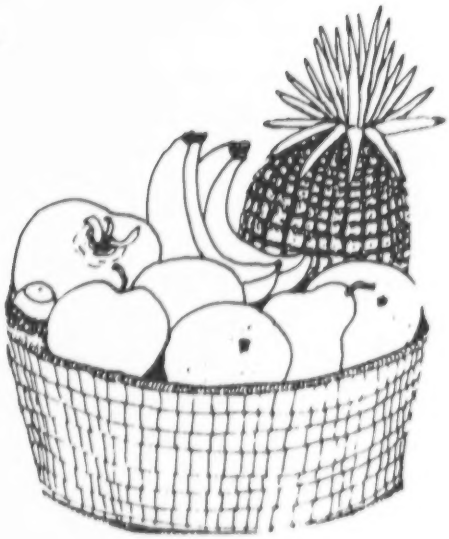
Find the colors associated with Kwanza and give the meaning of each color.

SEVEN PRINCIPLES OF KWANZA

There are seven principles that apply to the seven days of Kwanza. Each day one of the seven principles is observed.

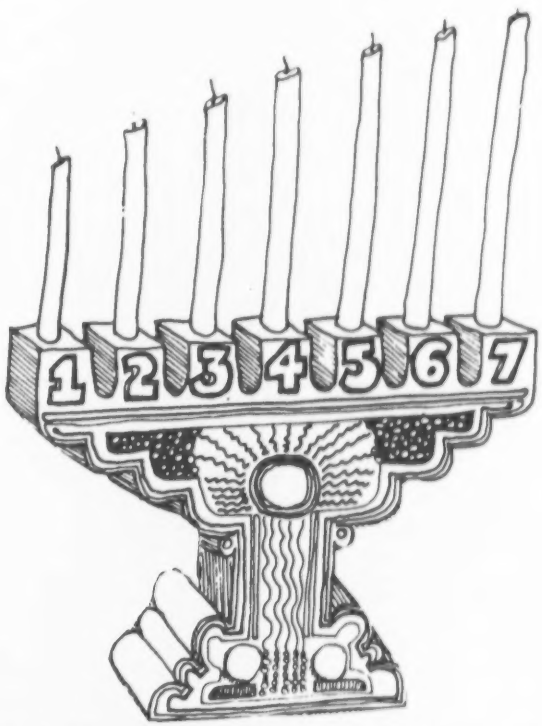
December 26	Umoja (OO - MO - JAH)	Unity
December 27	Kujichagulia (KOO - GEE - CHA - GOO - LEE - AH)	Self Determination
December 28	Ujima (OO - GEE - MAH)	Collective Work and Responsibility
December 29	Ujamaa (OO - JA - MAH)	Cooperative Economics
December 30	Nia (NEE - AH)	Purpose
December 31	Kuumba (KOO - UM - BAH)	Creativity
January 1	Imani (EE - MAH - NEE)	Faith

SYMBOLS OF KWANZA

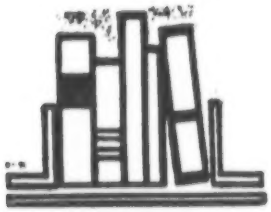


There are symbols which have a special meaning to the celebration of KWANZA. The mkeka (M - KAY - KAH) is a straw mat which symbolizes the tradition as the foundation on which all else rests. The Kinara (KEE - NAR - AH) is a seven space candleholder, representing the original stalk from which Black people originated.

The seven candles, or mishumaa (MI - SHU - MAH) stand for the seven principles. The Mahindi (MA - HIN - DEE) are the ears of corn which represent the offspring (children) of the stalk (father and mother of the house). The zawadi (ZA - WAH - DEE) of gifts represent the fruits of the labor of the parents and the rewards of the seeds sown by the children.



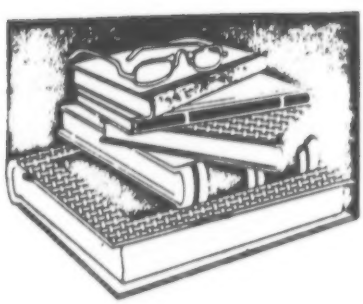
SOURCE: The Kwanza Kit, Anacostia Neighborhood Museum, Washington, D.C.



Black Americans

in the

Literary Arts



PROFILES OF SELECTED AFRO-AMERICAN AUTHORS
OF CHILDREN'S BOOKS

Lucille Clifton

Lucille Clifton was born in 1936. She has written many storybooks and collections of poems for children including Some of the Days of Everett Anderson, Everett Anderson's Year, The Black B C's, and The Boy Who Didn't Believe in Spring. An award winning poet, she frequently reads her poetry for audiences at colleges and universities.

Lucille Clifton is currently Poet Laureate of Maryland. She is the second woman and the first black woman to hold the honorary post. She has written books of adult poetry, an autobiographical family history ("Generations") and several acclaimed children's books. She credits her husband, her six children, and being a black woman with having the greatest influence on her writing.

While Lucille Clifton now lives in Baltimore, she was born and reared in Depew, New York, a small town outside of Buffalo. Although poor, the family never let poverty stifle their creative expression. The young Lucille, encouraged by her mother, who was also a poet, began writing poetry when she was only a child.

Lucille Clifton's short stories and poems have been published in some of the most widely read publications in the country. She was the recipient of the 1967 Discovery Award for Poetry, and a Pulitzer Prize award for fiction. Her book, My Friend Jacob, was one of only three children's books recognized for outstanding, realistic treatment of disabled children at Access to Equality: The First National Conference on Disabled Girls and Women (Baltimore, 1982).

Nikki Giovanni

Nikki Giovanni was born in Knoxville, Tennessee in 1943. She grew up in Cincinnati, Ohio, and attended Fisk University. She has written short stories, essays, and many books of poems including Black Feeling, Black Talk/ Black Judgment; Spin a Soft Black Song; My House; and ego-tripping and other poems for young people. She has made recordings of her work and frequently gives poetry readings. She is the mother of a son, Tommy.

Eloise Greenfield

Eloise Greenfield has lived in Washington, D.C., almost all her life. As a youngster she studied piano, sang with three friends in a group called the Langston Harmonettes, and won a city-wide typing contest when she was fourteen. She went on to win many more prizes--for her writing. She has written more than a dozen books for young readers including Paul Robeson, Rosa Parks, Africa Dream (winner of the 1978 Coretta Scott King Award), Honey I Love and Other Poems (a 1978 ALA Notable Book), and Childtimes. She has two children: a daughter, Monica, and a son, Steve.

- Virginia Hamilton

Virginia Hamilton was born in Yellow Springs, Ohio. Her grandfather Perry was a slave who escaped his bondage; she grew up in what had been one of the strongest stations of the Underground Railroad. She has written many books for young readers including four ALA Notable Books, Zeely, The House of Dies Drear, The Planet of Junior Brown, and Time-Ago Tales of Jahdu; M.C. Higgins, the Great (winner of the Newbery, National Book, and Boston Globe-Horn Book Awards), and the Justice Trilogy. She still lives in Yellow Springs with her husband and two children.

- Langston Hughes

Langston Hughes devoted his life to writing and lecturing, and became one of the most important and versatile writers of the Harlem literary renaissance. Born in Joplin, Missouri, in 1902, he began writing poetry when he was in high school. His first book of poems, The Weary Blues, was published when he was twenty-four years old. Langston Hughes received international recognition and many awards including a Guggenheim Fellowship, a grant from the American Academy of Arts and Letters, and a decoration by Emperor Haile Selassie of Ethiopia. The Dream Keeper is a collection of his poems for children. Langston Hughes died in 1967.

SOURCE: Listen Children: An Anthology of Black Literature, Edited by Dorothy S. Strickland, Bantam Books, New York, 1982.

Illustration from Honey I Love, Eloise Greenfield (illustration by Diane and Leo Dillon), 1978

CHILDREN'S BOOKS BY
AFRO-AMERICAN AUTHORS

This list presents a sampling of names of Afro-American authors of literature for elementary school children. Some sample titles are also listed. Names of authors from Maryland or Washington, D.C. are starred.

BOOKS FOR YOUNG CHILDREN

*Lucille Clifton--All Us Come Cross the Water, Amifika, The Boy Who Didn't Believe in Spring, Everett Anderson's 1-2-3, My Friend Jacob

Donald Crews--Parade, Freight Train

Muriel Feelings--Jambo Means Hello: Swahili Alphabet Book, Moja Means One: Swahili Counting Book

Lorenz Graham--Song of the Boat

Margaret Musgrove--Ashanti to Zulu: African Traditions

Mildred Pitts Walter--My Mama Needs Me

FICTION FOR OLDER CHILDREN

Arna Bontemps--Chariot in the Sky, Lonesome Boy, Sad-Faced Boy

Alice Childress--A Hero Ain't Nothing But a Sandwich

Rosa Guy--The Disappearance, The Friends, Ruby-A Novel

Virginia Hamilton--Dustland, The Gathering, The Magical Adventures of Pretty Pearl, The Planet of Junior Brown, Zeely

Belinda Hurmence--A Girl Called Boy

Kristin Hunter--Guests in the Promised Land

Jesse Jackson--Tessie

June Jordan--His Own Where

*Sharon Bell Mathis--The Hundred Penny Box, Sidewalk Story, Teacup Full of Roses

Walter Dean Myers--Won't Know Till I Get There

John Steptoe--Stevie, Train Ride

Mildred Taylor--Roll of Thunder, Hear My Cry, Let the Circle Be Unbroken

Brenda Wilkinson--Ludell

Poetry

Arna Bontemps--Golden Slippers: An Anthology of Negro Poetry for Young Readers

*Lucille Clifton--Some of the Days of Everett Anderson

Tom Feelings--Something On My Mind

Nikki Giovanni--Spin a Soft Black Song

*Eloise Greenfield--Honey, I Love

Langston Hughes--Don't You Turn Back, The Dream Keeper

June Jordan--Who Look At Me

BIOGRAPHY

*Eloise Greenfield--Alesia, Paul Robeson, Rosa Parks

James Haskins--Adam Clayton Powell, Barbara Jordan, Fighting Shirley Chisholm

Langston Hughes--Famous Negro Heroes of America, Famous Negro Music Makers

*Lillie Patterson--Benjamin Banneker, Coretta Scott King, Frederick Douglas, Sure Hands-Sure Heart: The Life of Daniel Hale Williams

Ann Petry--Harriet Tubman

INFORMATIONAL BOOKS

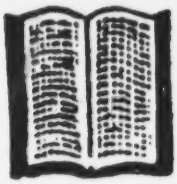
Arna Bontemps--100 Years of Negro Freedom

Tom Feelings--Black Pilgrimage

James Haskins--Your Rights, Past and Present

Langston Hughes--The First Book of Africa

SHARING A BOOK



Subject: Language Arts

Grade Level: K-6

Behavorial Objectives:

After reading or listening to a book by an Afro American author, students will complete one of the activities from the "Ways to Share A Book" list below.

Activities and Procedures:

1. Provide students with a list of books by Afro-American authors and ask them to read one of these books OR read one of the books aloud to students.

2. Ask students to choose and complete one activity below to share with the class.

WAYS TO SHARE A BOOK

* Make a poster to advertise the book

* Create an illustration for your favorite part of the story

* Write a letter to a character in the book. Ask questions or describe your own feelings about what happened.

* Advertise the book over the school's public address system

* Using a shoebox, make a diorama of a scene from the book

* Develop a puppet show to tell part of the story

* List ten words from the book that describe people or things, ten words that show action, and five new or unusual words

* Tell or write a new ending for the story

* Create a poem or song about one of the characters in the book

* Assume the role of the main character in the book and describe orally or in writing your feelings and concerns about what happened in the book

* Act out a part of the book with a friend or friends

* Read other books by the same author. List ways in which the books are alike or different

* If the book you read was a biography or informational book, make a chart listing at least five facts or ideas you learned from the book about Afro-American culture or about someone's life or contributions to society

* Make up a crossword puzzle using names of characters and places in the book

* Design your own way to share your book

AFRO-AMERICAN AUTHORS

Subject: Language Arts

Grade Level: 2-3

Behavorial Objectives:

Students will identify names of Afro-American authors of books for young children.

Activities and Procedures:

1. Provide students with the activity sheet below.
2. Ask students to complete the activity and make up their own similar name puzzles.

AFRO-AMERICAN AUTHORS

These are the names of some of the Afro-American authors who have written books for children.

ARNA BONTEMPS

ALICE CHILDRESS

LUCILLE CLIFTON

MURIEL FEELINGS

ELOISE GREENFIELD

LILLIE PATTERSON

Write the authors' names by filling in the missing spaces below.

E _ _ _ _ E G _ E E _ _ _ E _ _

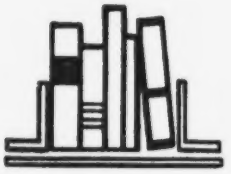
_ L I _ _ _ _ _ _ _ _ S S

A _ _ A _ _ _ T _ _ _ _ _

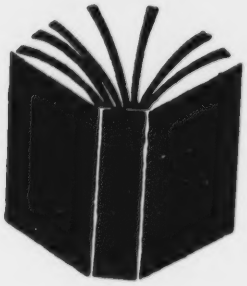
_ _ L L _ _ _ _ T T _ _ _ _ _

L _ _ _ _ _ _ _ _ _ _ T O N

_ U _ I _ _ _ _ _ _ I N _ _



Make up name puzzles like the ones above for these Afro-American authors: Langston Hughes, Sharon Bell Mathis, Rosa Guy.



AFRO-AMERICAN AUTHOR QUIZ

Subject: Language Arts

Grade Level: 3-6

Behavorial Objectives:

Students will demonstrate learning acquired about some Afro-American authors by completing a quiz.

Activities and Procedures:

1. Have students read the short biographical profiles or Afro-American authors of children's books provided in this packet.

2. Ask students to complete the following quiz.

AFRO-AMERICAN AUTHOR QUIZ

Complete the following items about Afro-American authors of children's books.

I. Matching

Match the book with the author who wrote it by placing the correct letter next to each author's name.

___ 1. Lucille Clifton	a. Honey, I Love
___ 2. Eloise Greenfield	b. Everett Anderson's Year
___ 3. Nikki Giovanni	c. The Weary Blues
___ 4. Virginia Hamilton	d. Spin a Soft Black Song
___ 5. Langston Hughes	e. Zeely

II. Who Am I?

Write the name of the correct author next to the statement decribing him or her. Choose from the authors listed in Part I.

1. I give poetry readings and have recorded my work.

2. I received an award from the Ethiopian government.

3. I live in Washington, D.C. and have written many books for young readers.

4. I am the Poet Laureate of Maryland.

5. I won the Newbery Award for M.C. Higgins, the Great, judged the most outstanding book for young people.

III. You're On Your Own

Make up 5 questions of your own about Afro-American authors. Use information from the biographical profiles in this packet or find out facts by doing your own research.

ANSWERS: Matching--1-b, 2-a, 3-d, 4-c, 5-c;
Who Am I?--1-Nikki Giovanni, 2-Langston Hughes, 3-Eloise Greenfield, 4-Lucille Clifton, 5-Virginia Hamilton

AFRO-AMERICAN AUTHOR CROSSWORDS

Subject: Language Arts

Grade Level: 3-6

Behavorial Objectives:

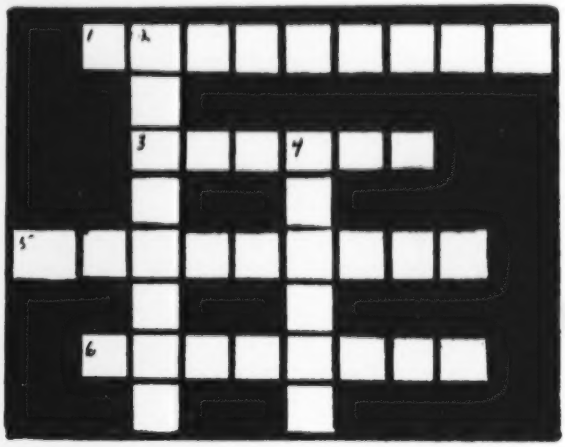
Students will match names of Afro-American authors with children's books they have written by completing a crossword puzzle.

Activities and Procedures:

1. Give students a copy of the list of "Children's Books by Afro-American Authors" provided in this resource packet.
2. Ask students to complete the puzzle below.
3. Encourage students to create similar puzzles of their own.

AFRO-AMERICAN AUTHOR PUZZLE

Fill in the blanks with the last name of the author who wrote the books listed below. Use the list of "Children's Books by Afro-American Authors" to help you.



Across

1- A Hero Ain't Nothing But A Sandwich

3- Sidewalk Story

5- Ludell

6- Chariot in the Sky

Down

2- The Gathering

4- Guests in the Promised Land

ANSWERS:

1 C	2 H	I	L	D	R	E	S	S
	A							
3 M	A	T	4 H	I	S			
	I			U				
5 W	I	L	K	I	N	S	O	N
	T			T				
6 B	O	N	T	E	M	P	S	
	N			R				

AUTHOR NAME POEM

Subject: Language Arts

Grade Level: 4-6

Behavorial Objectives:

Students will write a poem using the letters in the last name of an Afro-American author.

Activities and Procedures:

1. Ask students to read the short biographical profiles of five Afro-American authors included in this resource packet.

2. Have students use the information they read to write a "poem" using the letters in an author's name. Provide students with the sample below.

S
A
M
P
L
E

GWENDOLYN BROOKS

B orn in Kansas

R aised in Chicago

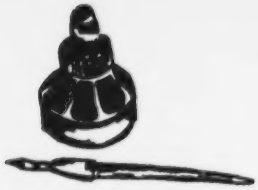
pr O fessor of Arts

n O vel writer

well K nown poet

S toryteller

AUTHOR
NAME
POEM



POETRY OF A PEOPLE

Subject: Language Arts

Grade Level: 4-6

Behavorial Objectives

Students will read poems by two Afro-American poets and express their personal feelings about these poems through discussion, writing or art.

Activities and Procedures

1. Duplicate and distribute the poems "Listen Children" by Lucille Clifton and "My People" by Langston Hughes.

2. Read the poems aloud with students.

3. Discuss ideas such as the following:

   What is each poet expressing about being black?
   What images in nature does Langston Hughes use to compare his people to? Why does he refer to "my people?"
   What does Lucille Clifton mean by "the place you have for keeping?"
   What is she asking children to do when she says "pass it on."

4. Ask students to complete one of the following activities.

   Use magazines and newspaper pictures to create individual collages showing positive images of people (particularly people of diverse ethnic and racial backgrounds).

   Illustrate the poems through drawing or collage.

   Write a poem or paragraph with a theme similar to the poems presented.

   Love is . . .
   I am proud of . . .
   Beauty is . . .

LISTEN CHILDREN

listen children
keep this in the place
you have for keeping
always
keep it all ways

we have never hated black

.isten
we have been ashamed
hopeless tired mad
out always
all ways
we loved us

we have always loved each other
children all ways

pass it on

Lucille Clifton

MY PEOPLE

The night is beautiful,
So the faces of my people.

The stars are beautiful,
So the eyes of my people.

Beautiful, also, is the sun.
Beautiful, also, are the souls of my people.

Langston Hughes

SOURCE: Listen Children: An Anthology of Black Literature, Edited by Dorothy S. Strickland, Bantam Books, New York, 1982.

Illustration from Honey I Love, Eloise Greenfield (illustration by Diane and Leo Dillon), 1978

JAMES WELDON JOHNSON

(1871 - 1938)

Educator, Poet, Author and Organizer

While many Black Americans have made significant contributions to American culture, James Weldon Johnson stands among a minority whose talents have transcended many areas of society.

Born in Jacksonville, Florida in 1871, his sense of racial pride was influenced by his mother whose traditions had been shaped by her childhood experience as a native of the Bahamas. Johnson graduated from Atlanta University in 1894 and returned to Jacksonville as a grade school principal. While serving as principal he studied law, and became the first Black to pass the Florida Bar examination.

He and his brother John, a musician, collaborated in poetry and song writing. One of his best known poems, "Lift Every Voice and Sing" was written in 1900. His brother set music to the poem which eventually became a popular song among Black Americans.

The brothers moved to New York in 1901 and were successful in producing Black musical comedy. Meanwhile, James enrolled at Columbia University to study literature, and also campaigned for Theodore Roosevelt's election. As a result, Roosevelt appointed him as consul to Venezuela in 1906 and Nicaragua in 1909. While serving as consul, he published The Autobiography of An Ex Colored Man.

In 1913 he became editor of the New York Age, a Black weekly newspaper. Johnson believed that no race could ever become great if it had not produced a literature. Thus in 1922, he published The Book of American Negro Poetry. The object of this work was to show the contributions of Black poets. He later collaborated with his brother in editing two books of Negro spirituals. In 1927, he published God's Trombone which comprised a series of seven Negro sermons in verse. The last of his published works was an autobiography entitled Along This Way which appeared in

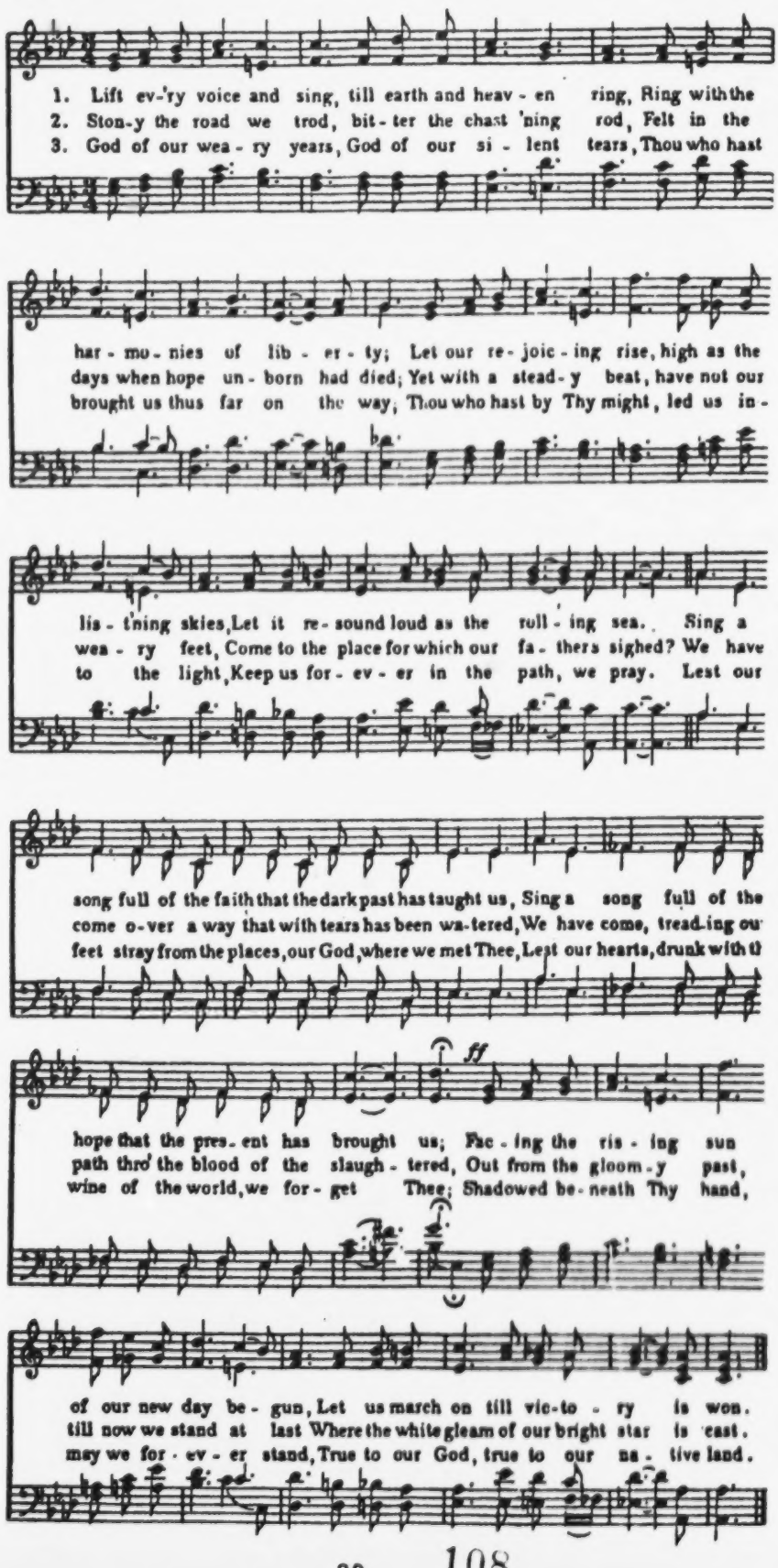
1933. His role as a public servant changed in 1930 upon accepting a position as professor of creative literature at Fisk University. He died in 1938 as the result of an accident in Maine.

Reprinted from More About Black Americans by R.J. Reynolds Tobacco Company, 1982.

Lift Every Voice And Sing

National Negro Hymn

JAMES WELDON JOHNSON — R. ROSAMOND JOHNSON


1. Lift ev-'ry voice and sing, till earth and heav - en ring, Ring with the
2. Ston-y the road we trod, bit - ter the chast 'ning rod, Felt in the
3. God of our wea - ry years, God of our si - lent tears, Thou who hast
har - mo - nies of lib - er - ty; Let our re - joic - ing rise, high as the
days when hope un - born had died; Yet with a stead - y beat, have not our
brought us thus far on the way; Thou who hast by Thy might, led us in -
lis - t'ning skies, Let it re - sound loud as the roll - ing sea. Sing a
wea - ry feet, Come to the place for which our fa - thers sighed? We have
to the light, Keep us for - ev - er in the path, we pray. Lest our
song full of the faith that the dark past has taught us, Sing a song full of the
come o-ver a way that with tears has been wa-tered, We have come, tread-ing ou
feet stray from the places, our God, where we met Thee, Lest our hearts, drunk with t
ff
hope that the pres - ent has brought us; Fac - ing the ris - ing sun
path thro' the blood of the slaugh - tered, Out from the gloom - y past,
wine of the world, we for - get Thee; Shadowed be - neath Thy hand,
of our new day be - gun, Let us march on till vic-to - ry is won.
till now we stand at last Where the white gleam of our bright star is cast.
may we for - ev - er stand, True to our God, true to our na - tive land.

USING LOCAL RESOURCES

Subject: Language Arts

Grade Level: K-6

Behavorial Objectives:

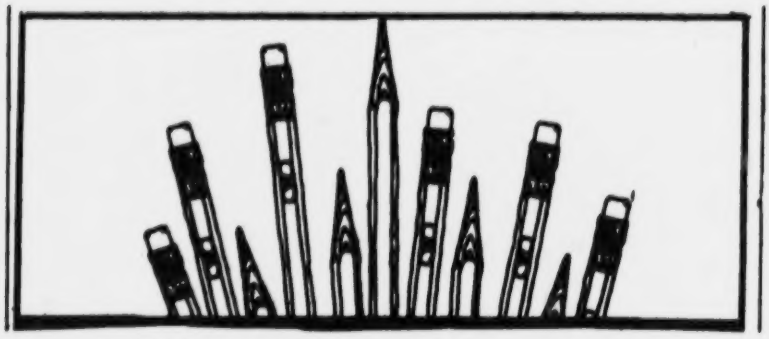
Students will interact with local resource persons in the literary arts by watching and listening to presentations and interviewing the presenters.

Activities and Procedures:

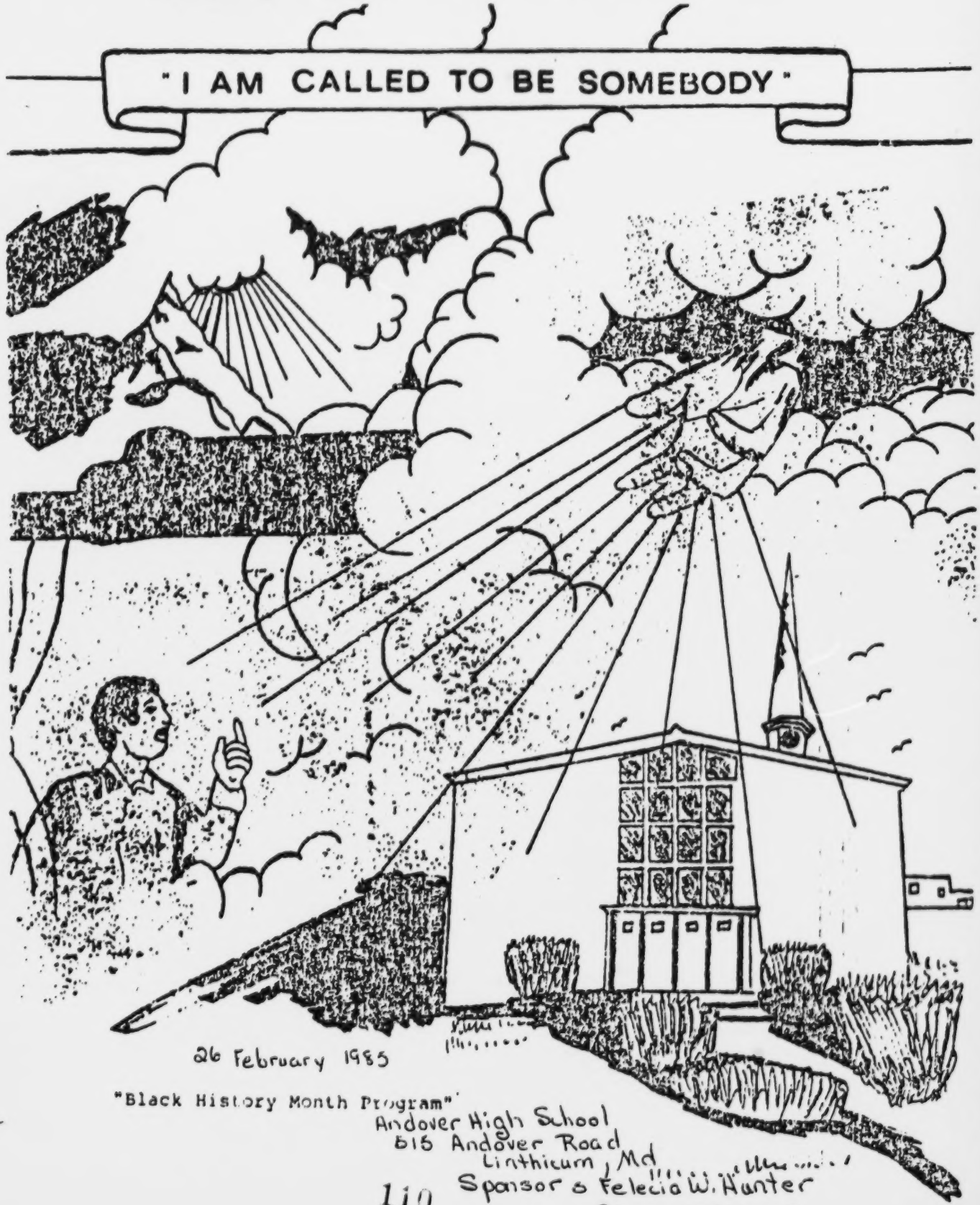
1. Identify through a local library, college or university, or arts or writers' group any Afro-American poets and writers or storytellers in your community.

2. Invite an Afro-American literary resource person to class to discuss their work, share their writings, tell a story, or give a dramatic reading of works by an Afro-American author. This might include African or Afro-American folklore. If desired, videotape or audiotape the presentation.

3. Hold a question and answer session with the resource person.



SECONDARY LEVEL ACTIVITIES



26 February 1985

"Black History Month Program"
Andover High School
515 Andover Road
Linthicum, Md
Sponsor s Felecia W. Hunter
Gloria Milligan

110

SUGGESTED ACTIVITIES: SECONDARY

Some of the suggested activities have been taken from a variety of activities developed by classroom teachers throughout the state of Maryland.

These activities may be used as guides to teach and emphasize the contributions and achievements of Afro-American Marylanders.

A. EXPLORATORY ACTIVITIES

1. Show films and filmstrips of the lives of outstanding Afro-Americans in the struggle for brotherhood and freedom.

2. Decorate and display showcases, bulletin boards, relevant to Afro-American history and culture throughout the school and the classroom.

3. Provide opportunities for students to investigate the condition that led to the issuance of the Emancipation Proclamation.

4. Invite resource people to your class to discuss the national and world-wide significance of the Emancipation Proclamation.

5. Research the background, beliefs and contributions of various Afro-American Marylanders.

6. Have students demonstrate what Civil Rights means to them as reflected in the following:
   a. poems
   b. panel discussion
   c. debates

7. Create a "Hall of Fame" by researching Afro-Americans in your community, country, or the State of Maryland.

B. DEVELOPMENTAL ACTIVITIES

1. Make commemorative cards bearing Afro-American images and famous sayings; share them within the class and with other classes.

2. Have students draw posters depicting the life and struggle of Afro-Americans during a selected historical time period.

3. Have students make up a list of visual materials in the library on outstanding Afro-Americans: Dr. King, Phyllis Wheatley, Cab Calloway, Frederick Douglass. Compare this list with a second list on some European-Americans: Jefferson, Washington, Lincoln, and Roosevelt to answer the following:

Identify if there is a difference in available material if so, list at least two reasons for these differences and at least two solutions, if not explain what this equality means in our society.

4. Form "News Team" to make and design Afro-American History scrapbooks and projects.

5. Have students draw a mural depicting the national theme or some aspect of Afro-American history and culture and display them throughout the school.

6. Develop a time-line depicting significant milestones in any Black Marylander's life: Frederick Douglass, Harriet Tubman, Benjamin Banneker.

7. Have students review the Afro-American achievements in the major Wars- Revolutionary War, Civil War, Spanish-American and the World Wars and prepare a chart showing these achievements.

8. Have students examine the roles played by our Federal, State and local governments in working to eliminate racial discrimination. Develop a chart to show your findings. The State Human Relations Commission and the Baltimore City Community Relations Commissions are valuable resources.

C. LANGUAGE ARTS

I. Writing

a. Have students write letters to the editor of their local newspaper, on the topic "An Appropriate Way to Observe Afro-American History Month."

b. Have students write biographies of noted Afro-Americans.

c. Write an entry into a journal describing the life of a slave on the slave ship.

d. Write a speech describing President Lincoln's attitudes towards Afro-Americans and slavery.

e. Write an entry into a diary describing the events of the day which led to Matthew Henson's reaching the North Pole.

f. Dedicate an original poem to a contemporary Black artist. Name the artist.

II. Oral Communication

a. Provide for a class debate on the topic "Booker T. Washington vs. W.E.B. DuBois".

b. Have students compare and analyze anti-slavery speeches to speeches made during the Civil Rights Movement in the 1960's.

c. Have students review and discuss newspaper articles that relate to how Afro-American month was observed the previous year.

d. Give a two-three minute speech over the Public Address System (P.A.) once or twice a week entitled: "Noted Afro-Americans".

e. Provide for a class panel discussion or debate that the Cotton Gin revitalized slavery.

f. Interview a professional Afro-American dance artist in your community, county, city or state.

D. Drama

1. Have the students do a dramatic reading of any speech made by an Afro-American, i.e., Dr. King's "I Have a Dream" or Sojourner Truth's "Ain't I A Woman".

2. Present an Afro-American dance of the '20's, '30's, or '40's to your class. Tell what era your dance is from and describe the clothing you would have worn for this dance at the time.

3. Prepare a dance performance which will show some aspects of the Afro-American during Reconstruction in your county, city or state.

4. Have students, in period costumes, re-enact Frederick Douglass' meeting with President Abraham Lincoln to discuss Blacks in the military or Harriet Tubman's journey on the underground railroad.

E. Music

1. Select and play appropriate recordings on the theme of freedom and justice (e.g., "John Brown's Body", "Freedom"). Have students discuss their own interpretation of the songs.

2. Select simple freedom songs and have students work up dance pantomime with songs as musical background.

3. Play recordings of spirituals such as "Go Down Moses", "Steal Away to Jesus", "Sometimes I Feel Like a Motherless Child", and "Freedom!" and have pupils give their interpretation of words.

4. Select and play appropriate recordings on the national theme for Afro-American History month.

Culminating Activities

1. Arrange an assembly program that emphasizes the contributions of the Afro-American to our nation and or focuses on the national theme for the year.

2. Conduct a school-wide Black History Contest.

3. Decorate and display showcases, bulletin boards, relevant to Black History and culture throughout the school and within the classroom.

AFRO-AMERICAN HISTORY

SHORT REPORTS

DIRECTIONS: Select one topic to prepare an oral report and one topic to prepare a written report. Due dates will be announced. Always list references.

*NOTE: To complete the above directions you must do intensive research and some critical reading.

1. Identify and explain the careers of twenty black congressmen and congresswomen since 1865.
2. Show the progress of national organizations founded by Afro-Americans since 1865.
3. Describe slavery through the eyes and experiences of a slave.
4. List and critically, but briefly, evaluate ten works written by Afro-Americans prior to the Civil War.
5. Show the trends of the Afro-American in the labor force from 1870 to the present.
6. Identify and explain any nationalist movements concerning blacks after 1865.
7. Name and explain the cases coming before the Supreme Court significant to Afro-Americans prior to 1865.
8. Describe and evaluate the works of Benjamin Banneker.
9. Name and give a brief sketch of the black men serving with John Brown at Harper's Ferry.
10. Evaluate the role of Afro-Americans as inventors prior to 1865.
11. Compare and constrast the lives and philosophies of Dr. Martin Luther King Jr. to that of Malcolm X.
12. Trace and explain the policies established by white America in its attempts to stop the black vote.

SUGGESTED TOPICS FOR YEAR 'ROUND STUDY OF AFRO-AMERICANS IN UNITED STATES AND MARYLAND HISTORY

EDUCATORS/PERSPECTIVES ON BLACK EDUCATION IN MARYLAND

Remaining Freedman's Schools; Museums; Early Educators; Higher Education (Morgan State University, Bowie State College); Education in Maryland Prior to 1861; Educational Efforts During the Civil War Period; Educational Efforts Since the Civil War; Chronology of Educational Developments; Scholarships, Loans, and Awards; Impact of the Elementary and Secondary Education Act; Benefits of Vocational Education; Assistance of the National Defense Education Act; The Predominately Black Colleges, Universities, and Institutes.

MEDICINE AND RESEARCH

Physicians; Medical Schools; Afro-American Medical Journal; Hospitals; Nursing; Health Facilities;National Medical Association; Baltimore County Medical Society.

POLITICS/BLACK VOTER AND ELECTED OFFICEHOLDER

In Maryland; The Current Picture; Evolution of the Black Vote; Coverage of the Voting Rights Act; Black Lobby; Current Congressmen, Women, Representatives, and other Elected Officials; State and County Level as well as National; Judges (Supreme Court); State Executives and Legislators; Past and Present Appointed Officials; Other Prominent Political Personages.

THE BLACK FAMILY/RELIGIOUS AND CULTURAL TRADITIONS

Beginnings, not as slaves; Divisions Due to Slavery; Home Life; Relationships; Family Institutions; Values; Love; Birth; Death; Housing; Role of the Church in the Black Community.

BLACKS IN COLONIAL AND REVOLUTIONARY MARYLAND

The Role of Blacks in the Military Throughout the History of the State; All branches of the Armed Forces; Red Cross; First Settlements; Buildings; Inventions; The Legal Status of Blacks; Slave Codes.

EXPLORATION AND MILITARY ESTABLISHMENT

Afro-Americans Role in All of Nation's Wars; Black Congressional Medal of Honor Winners (Those From Maryland); Black Graduates of the U.S. Air Force Academy, U.S. Naval Academy, West Point; Black War Heroes.

INVENTORS AND SCIENTISTS

Anonymity and Achievements; Biographies of Outstanding Black Scientific Pioneers; Inventions by Blacks in the Nineteenth Century; Benjamin Banneker, Early Black Maryland Inventor.

BLACK ARTISTS AND ENTERTAINERS

in the Performing Arts; Musicians; Jazz; Films; T.V.; Radio; Early Theatre Companies; Post-Civil War Theatre; The 1930's to the Present Theatre Companies; Famous Local Entertainers, Writers, and Poets.

NATIONAL ORGANIZATIONS

The Niagra Movement; The National Association for the Advancement of Colored People; The Brotherhood of Liberty (Baltimore); Baltimore Association for the Moral and Educational Advancement of the Colored People (1890's); Secret Societies; Fraternaties and Sororities.

PIONEERS AND HISTORIANS

Earliest Black Historians (slave narratives and autobiographies); Black Patriots; Churchmen Who Also Wrote Histories; Black Press and Broadcast Media; Black Reporters, Publishers, Journalists, and Personalities.

EMPLOYMENT AND THE LABOR FORCE

Capitalism; The Black Worker in the Labor Market; Organized Labor; the Black Man in Business; Private Enterprise; Building Trades; Automobile Industry; Banks and Credit Unions.

AMATEUR AND PROFESSIONAL ATHLETICS

Record Holders; Organized Sports; Black Participation in the Olympics; Afro-American Women in Sports.

You are urged to research for individuals and facts in each area. There is a vast storehouse of information that needs to be pulled and used. It is also an excellent activity for students.

RESOURCES FOR STUDYING AFRO-AMERICAN HISTORY IN MARYLAND

MUSEUMS

Afro-American Heritage Society of Charles County
Anacostia Neighborhood Museum
Baltimore's Black Arts Museum
Baltimore Museum of Art
Banneker-Douglass Museum of Afro-American Life and History
Mary McLeod Bethune Museum
Frederick Douglass Home
Great Blacks in Wax
Harper's Ferry National Park
Lillie Carroll Jackson Museum
Liberian Museum of City College
Lovely Lane Museum of the Methodist Church
Maryland Historical Society/Museum and Library of Maryland History
Maryland Museum of African Art
National Museum of African Art
Peale Museum
St. Mary's City Commission/Historic St. Mary's City

LIBRARIES, ARCHIVES, AND ORGANIZATIONS

Afro-American Culture Center
Afro-American Heritage Society of Charles County
Archives of the Josephite Fathers
Association for the Study of Afro-American Life and History
Baltimore City Archives
Bethune Museum and Archives/National Archives for Black Women's History
Enoch Pratt Free Library
Lovely Lane Museum of the Methodist Church
Martin Luther King Jr. Memorial Library - Main Branch
Maryland Commission on Afro-American History and Culture
Maryland Historical Society
Maryland State Archives
Moorland-Spingarn Research Center
National Archives
National Association for the Advancement of Colored People (NAACP)
Prince Georges County Memorial Library
St. James First P.E. Church
St. Mary's City Commission
Soper Library, Morgan State University
Raymond A.C. Young Historical Society/Bethel A.M.E. Church
Women's Christian Temprance Union
Women's Civic League

COUNTY COURTS
(Alphabetical Listing)

MUSEUMS AS RESOURCES

Museums offer more than what is merely seen on exhibit. Behind the scenes, in back offices that visitors rarely see, complex operations are being carried on to keep the museum actively functioning. Besides exhibits, museums can offer a wide variety of activities and learning experiences from poetry readings to seminars on genealogy. Whether it is finding out about African musical instruments or completing research on your family tree, museums can provide valuable information and enjoyable activities that can enhance your understanding of a wide variety of subjects.

THE BANNEKER-DOUGLASS MUSEUM

The Banneker-Douglass Museum of Afro-American Life and History portrays the historical and cultural experiences of Afro-Americans in Maryland. The Musuem is administered by the Maryland Commission on Afro-American History and Culture. Among its many purposes the Commission acts as a statewide coordinator and clearinghouse in preserving evidence of the black experience in Maryland. It specializes in historical preservation and research, unearthing and collecting historical materials—art objects, memorabilia, manuscripts, photographs, and other objects of significance—and in disseminating information of Afro-American history and culture throughout the State.

The Museum is staffed with a Curator, Historical Researcher, Photographer-Designer, and a Community Education Officer who aid the public in answereing inquiries, searching for reference materials and photographs, and assisting with community projects. In addition, the Museum's quarterly publication, The Maryland Pendulum, gives information on exhibits, special events, and current research on Afro-American history and culture.

Through its Outreach Program, the Museum conducts conferences, gallery talks, and activities involving local, regional, and national speakers. The Museum's volunteer program organizes docents for guided tours. Volunteers are also used as hosts and hostesses in museum functions and as library aides when needed.

The Museum maintains a reference library on Afro-American history in Maryland. The library contains basic reference works on black history, selected books on the black ecperience in Maryland, periodicals, collections of private individuals, newspaper clippings, and vertical files on numerous subjects and individuals. Although established largely as a resource for staff members, the library welcomes special visitors for in-house research.

And, of course, throughout the year the Museum presents several exhibitions on the building's two main levels. These cover a variety of topics ranging from art to history. On permanent display are items from the collection of Dr. Herbert M. Frisby, artic explorer, Matthew Henson, the first black man to the North Pole. All of these exhibits are open to the public free of charge.

The Banneker-Douglass Museum is located in Annapolis, Maryland in the former Mt. Moriah A.M.E. Church (1876) on Franklin Street.

ARCHIVES AS RESOURCES

The Maryland State Archives

An archives is responsible for collecting, preserving, and making available for researchers permanently valuable records. Trained professionals, called archivists, help researchers use the records to find what they want.

The Maryland State Archives is responsible for the public records of Maryland. This means that the records of state, county, and local government, from the time Maryland was a colony in the British Empire to the present, are in the care of the archives in Annapolis. In addition to public records, the archives has custody of many records from private organizations and individuals, such as church registers, account books, and letters. These archival collections are used by almost 12,000 researchers every year. Historians, students, lawyers, government officials, and people searching for their family roots constantly make use of public records. The State Archives is maintained for the benefit of all Marylanders, and is frequently visited by people from other states and countries as well.

Unlike books in a library, archival records are not arranged by topic. Instead, they are arranged according to the agency that created the record. Each agency's records are further described by type, or series. For example, wills and inventories are two distinct series of records created by the agency called the Register of Wills.

Most people come to the State Archives to see the older records of the State and much of the early Black Experience is revealed by these records. One must remember that from 1664 to 1864 most blacks were slaves.

There are six series of records in the Archives that bear specifically on the lives of Maryland blacks prior to emancipation. They are Manumissions, Certificates of Freedom, the Census of 1832, Slave Statistics, Military Records for the United States Colored Troops of the Civil War era, and Certificates of Slaves.

Manumissions are the legal documents freeing slaves from bondage. Certificates of Freedom were issued by the courts beginning in 1806 to certify that an individual was free. The Census of 1832 was taken of all free blacks in the State as part of the plan to resettle former slaves in Africa. During the Civil War, Maryland raised six regiments of men for the United States Colored Troops, which between 1863 and the end of the war fought bravely for the Federal Government. Records of these troops, including descriptive rolls of the men, are in the Archives. The record series called Slave Statistics is a census taken after the Civil War of slave owners and their slaves as of November 1, 1864, the date that slaves in Maryland were freed. Certificates of Slaves exist only for St. Mary's County for the period 1804 to 1831. The certificates were prepared by slave owners for county assessments. The booklet Researching Black Families at the Maryland Hall of Records, which is available from the State Archives, describes these records in more detail.

Probate and land records are the most frequently used records at the State Archives, and they also reveal a great deal about the Black Experience in Maryland.

Probate records pertain to the estates of deceased persons. These documents include wills, inventories, administrative accounts and the like. In the early days, few blacks had enough property to need a will, although there were some free blacks who did provide for their families by this means. Inventories are of great interest to people interested in black history. Inventories list the personal possessions of the deceased, and since slaves were considered personal property, they were listed too. The name, age, and value of each slave was listed in the deceased slave owner's inventory, right along with his wearing apparel, household furniture, and livestock. Ancestors in bondage sometimes can be traced through the inventories of former white owners.

Land Records concern the buying and selling of property, and include such items as mortgages, bills of sale, and, before 1864, slave manumissions. Some free blacks owned land prior to 1864, especially in Somerset, Kent, and Anne Arundel counties. After 1864 anyone, regardless of race, could purchase or lease property. Land records can be very useful to the researcher interested in tracing the history of a particular building or piece of property. They also are of great interest to genealogists, who can often trace successive generations of a family through deeds, leases, mortgages, and other documents found in the series.

Closely related to land records are Assessments. Property owners were assessed, usually annually, on the amount of property they owned. The names of property owners and a description of their property, with taxes paid, were recorded in the assessment record of each county. Prior to emancipation, assessment records also include the number, names, and sometimes the ages of slaves.

Court records can also tell us much about the Black Experience in Maryland. Court depositions from the colonial period through the Civil War give us insight into the lives of both blacks and whites and how they lived together. Petitions for freedom in the earlier court records trace the continual struggle toward equality. More recent court records demonostrate that protests against racial injustice still continue.

The State Archives is located in the Hall of Records building in downtown Annapolis. It has served as the Maryland archives since 1934. It was built to commemorate the 300th anniversary of Maryland. A new archives building, on Rowe Boulevard opposite the Courts of Appeal building, is now under construction.

The State Archives is open from 8:30 to 4:30 Monday through Saturday, except on designated state holidays. Any group interested in touring the archives should make arrangements at least two weeks in advance by calling the archivist in charge of tours at (301)269-3914.

African-American Culture Center
Towson State University
Towson, Maryland 21204
(301) 321-2641

Resource center; collect materials on African-American life and history; extensive collection of periodicals and also of albums relating to the Jazz Era and the Civil Rights Movement.

Visitors welcome.

Hours: Monday thru Friday from 9:00am to 4:30pm.

Contact: James Whitaker, Director

Afro-American Heritage Society of Charles County
Route 2 Box 8
Indian Head, Maryland 20640

Collection consists of materials relating to the Afro-American experience in Charles County, Maryland.

Tours available. Max. group - 40/50. Tours include hands on materials, slides, tapes, amd take approximately 1 hour and 15 minutes.

No entrance fees.

Hours: Monday thru Friday from 9:00am to 1:00pm.

Anacostia Neighborhood Museum
2405 Martin Luther King Jr. Avenue
Washington, D.C. 20020
(202) 287-3369

Affiliated with the Smithsonian Institution.

Offer a wide variety of programs and changing exhibits relating to black history and culture. Teacher workshops are offered regularly. Staff members are also available for collaboration with teachers to develop supplementary curriculum materials.

Group tours available weekdays between 10:00am and 2:00pm. Reservations required. Maximum number in group - 35. Tour includes hands on materials and slides. Takes approximately 1 hour. Individual cassett tours are also offered as well as audio tours for the visually imparied and interpretors for the hearing impaired (with one week notice). No entrance fees.

Hours: Weekdays, 10:00am to 6:00pm. Weekends and Holidays from 1:00pm to 6:00pm.

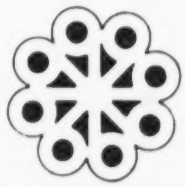
Archives of the Josephite Fathers
1130 N. Charles Street
Baltimore, Maryland 21201
(301) 727-3386

Archives of the Josephite Superiors who were involved in the establishment of Negro missions in the United States. Also a core collection of materials on blacks throughout the world (newspaper clippings, manuscripts, pamphlets, magazines, journals, and books).

Guided tours available to small groups (of approximately 6). Usually takes ½ hour. Request that arrangements for tours be made in advance.

Hours: 9:30am to 4:00pm Monday thru Friday.

Contact: Father Peter Hogan, S.S.J.



Association for the Study of Afro-American Life and History
1401 Fourteenth Street, N.W.
Washington, D.C. 20005
(202)667-2822

Promote historical research and writing; publish books; collect historical manuscripts; offer educational materials on Afro-American history; co-sponsor H. Trenholm Memorial Writing Contest.

No formal tours; individuals or small groups welcome.

Various publications and handouts available. Publish Journal of Negro History, Negro History Bulletin, and produce an annual Black History Kit of educational materials for Afro-American History Month.

Baltimore's Black Arts Museum
1767 Carswell Street
Baltimore, Maryland
(301) 243-9600

Collection consists of Afro-American art with special emphasis on the period of the Civil Rights Movement, Negro memorabilia, and the art of the Third World.

Guided tours available. Maximum number - 20-35. Cost of $35.00 per group. Tour takes approximately 1 hour.

Parking available.

Entrance fees: free to individual visitors.

Hours: Thursday- 6:00pm to 8:00pm, Sunday- 2:00pm to 4:00pm.

Baltimore City Archives
211 East Pleasant Street
Room 201
Baltimore, Maryland 21202
(301) 396-4861 or 396-4863

Collection contains the official records of the Baltimore City Government; covers all areas and phases of Baltimore history; includes petitions, licenses, bonds, muster rolls, inquests, police and health reports, correspondence, lists of ship passengers, taxation and election records.

Open to the public.

Hours: Monday thru Friday, 8:30am to 4:30pm (closed on weekends and legal holidays).

Contact: Mr. William G. LeFurgy

See you at The Baltimore Museum of Art!

Baltimore Museum of Art
Art Museum Drive
Baltimore, Maryland 21213
(301) 396-7100 Museum Information
(301) 396-6320 Education Department

Collection: A world class collection of art, from Roman mosaics to neon signs, African masks to Maryland architecture, Old Master paintings to modern photography, kinetic sculpture to Chinese robes. Special collection: "The Arts of Africa, the Americas, and Oceania," objects which give dramatic insight into the cultures from which they came.

SCHOOL TOURS:available by appointment, Tuesday thru Friday, 10:00am to 2:00pm. Prefer groups of no more than 40 persons at one time. Tour lasts one hour. Free admission to persons 18 and under and to adults accompanying school tours. ADULT TOURS: $3.00 per person, including admission to the museum. Adult tours offered by appointment Tuesday thru Friday, 11:00am to 2:00pm and weekends, 11:00am to 4:00pm. SELF-GUIDED GROUPS: are subject the the standard admission charges and hours, but are requested to notify the Education Department of their visit so as to avoid overbooking the galleries.

Entrance Fee: $2.00 for ages 21 and up. Thursday is a free day.

Pre-visit preparatory materials outlining the concepts of the tour you have booked, and suggesting classroom activities which will help students to learn from and enjoy their Museum visit more can be obtained on request.

Banneker-Douglass Museum of Afro-American Life and History
84 Franklin Street
Annapolis, Maryland 21401
(301) 269-3955

Collection: artifacts relating to the Afro-American experience in Maryland. Offer art/historical exhibits, gallery talks, and other special events.

Group tours available with appointment. Tour takes anywhere from 30 minutes to an hour.

No public parking available. Must use street parking, local garages, or shuttle from Navy/Marine Stadium to downtown.

No entrance fee.

Hours: Tuesday thru Friday, 10:00am to 3:00pm, Saturdays and Sundays, 12:00 to 4:00pm.

Contact: Barbara Jackson, Community Education Officer.

(Mary McLeod) Bethune Museum and Archives
National Archives for Black Women's History
1318 Vermont Ave. NW
Washington, D.C. 20005
(202) 332-1233

Museum has five galleries for art and historical exhibits. Also offer poetry readings and concerts.
Archives contain the papers of black women's organizations.

Guided tours available with appointment. Tour takes 20 minutes to an hour depending upon age group.

Hours: Monday thru Friday, 10:00am to 5:00pm, Saturday, 1:00pm to 5:00pm.

Contact: Jennifer Cover, Public Liason.

Enoch Pratt Free Library
400 Cathedral Street
Baltimore, Maryland 21201
(301) 396-1789

Afro-American Collection: contains over 6,000 volumes on black history and culture; also pamphlets from various urban leagues, newspaper clippings from the mid-1970's.

Guided tours available; small groups only; request advance notification; tours anytime before 3:00pm (except during lunch time-12:00-1:00).

Hours: Monday thru Thursday, 10:00am to 9:00pm; Friday and Saturday, 9:00am to 5:00pm.

Contact: Eva Slezak

Frederick Douglass Home
Cedar Hill
14th & W Streets, SE
Washington, D.C. 20020
(202) 426-5961

The Frederick Douglass Home: A National Treasure

Restored home of Frederick Douglass; offer exhibits and various films on Douglass' life and times.

All tours are conducted by guides (in costume); smaller groups handled on a first come first serve basis; must make arrangements for larger groups. Tour takes approximately ½ hour.

Operated by the National Park Service.

No entrance fee.

Hours: Daily, except legal holidays, from 9:00am to 4:00pm (April-Sept. 5:00pm).

Great Blacks in Wax
207 West Saratoga Street
Baltimore, Maryland 21201
(301)837-6562

America's First Black Wax Museum

Wax sculptures, paintings, and wood carvings. Sculptures include such famous blacks as George Washington Carver, Thurgood Marshall, Nat Turner, Charles Drew, Daniel Williams, W.E.B. DuBois, etc.

Guided Tours available. Admission fee: Adults - $2.50, Sr. Citizens - $2.00, Young Adults - $1.50, Children - $1.00. Groups received 10% off on admission.

Hours: Tuesday and Wednesday 10:00 a.m. - 5:00 p.m.
Thursday thru Saturday 11:00 a.m. - 5:00 p.m.
Sunday 12:00 p.m. - 5:00 p.m.

Contact: Mrs. Goodman, Assistant Director

Harper's Ferry National Park
Harper's Ferry, West Virginia
(304) 535-6321

Restored 19th century town; site of John Brown's raid and also Storer College (founded during Reconstruction as a school for blacks).

Offer guided tours (in costume) between 10:00am and 4:00pm daily on four different themes--Industry and Technology, John Brown's Raid, the Civil War, and Black History. Best time for tours is in the Spring. Request that arrangements for formal group tours be made at least one month in advance.

Informational pamphlet and educational progams catalog offered.

No entrance fee.

Located just over the Maryland state line, sixty-five miles from Washington, D.C.

Hours: 8:00am to 5:00pm (6:00pm Summer) daily.

Contact: John King, Educational Programs Coordinator

Lillie Carroll Jackson Museum
1320 Eutaw Place
Baltimore, Maryland 21217
(301) 523-1208

Collections include memoribilia relating to the life of Lillie Carroll Jackson and the Civil Rights Movement in Maryland; also materials relating to notable American women.

Tours by prior arrangement.

Contact: Viola C. Jackson, Director

The Liberian Museum of City College
Baltimore City College
3220 The Alemeda
Baltimore, Maryland 21218
(301) 396-7357

Collection: materials including such artifacts as utensils, cutlery, instruments, clothing, etc. donated by the citizens and government of Gbarings, Baltimore's sister city in Liberia, Africa.

Guided Tours available by arrangement. Maximum group - 30 plus. Includes slide presentation of life in Gbaringa. Tour takes ½ hour or longer.

Parking available in school lot.

No entrance fees.

Hours: Open every school day. Weekend or evening tours by arrangement.

Additional Comments: Special arrangements can be made for hands on experience such such as playing instruments and dressing in native clothes etc.

ACTIVITIES--MIDDLE/SECONDARY

Maryland Commission on Afro-American History and Culture
84 Franklin Street
Annapolis, Maryland 21401
(301) 269-2893/2894

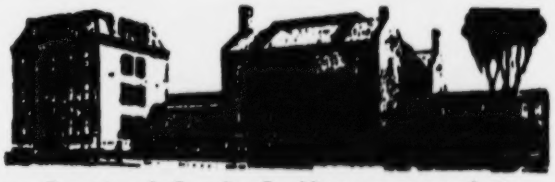
Acts as a statewide coordinator and clearinghouse in preserving evidence of the black experience in Maryland. It specializes in historical preservation and research, unearthing and collecting historical materials of significance to black history and culture within the state. It also provides exhibits and resource material to the community at large and local educational systems and institutions within the state.

Visitors/Researchers Welcome.

Publications: Black History: Points for Discussion (brochure), Black Marylanders: A History for Children, A Chronology of the Life of Benjamin Banneker, and a Guide to Afro-American History in Maryland (forthcomming).

Contact: Carroll Greene, Jr., Executive Director

Maryland Historical Society
Museum and Library of Maryland History
201 W. Monument Street
Baltimore, Maryland 21201
(301) 685-3750



Library: Collections consist of a wide variety of materials including manuscripts, correspondence, records, journals, pamphlets, newspapers, books, memorabilia, maps, etc. pertaining to the Afro-American experience in Maryland.

Museum: Includes several temporary and permanent exhibitions such as the Darnell Yound People's Museum, the Maritime Museum, and displays of furniture, paintings, and other decorative arts.

Group tours available by arrangement. Maximum number - 10-30 persons. Tour takes approximately 1 hour.

Entrance fee required for use of library but tours can be arranged by the Education Department of the Society.

Hours: Tuesday thru Friday, 11:00am to 4:30pm. Saturday, 9:00am to 4:30pm.

Contact: Mr. William Keller, Director of Reference (Library)
Mrs. Judith van Dyke, Director of Education (Tours)

Maryland Museum of African Art
Exhibition at Phelps Luck
5370 Old Stone Court
Columbia, Maryland
(301) 730-0011

Collection: Traditional African Art.
Traveling museum which installs exhibits at local schools where feasible, offer lecture series, and video programs (some fees involved).
Contact: Mrs. Ligons.

Maryland State Archives/Hall of Records
P.O. Box 828
Annapolis, Maryland 21404
(301) 269-3914

Collections contain documents generated by the State and County Governments of Maryland, including probate, birth, death and marriage records, certificates of freedom, naturalizations, manumissions, military service, land, county, and court recor records as well as private collections (including church registers and photographs).

Group tours are available for non-researchers by appointment only; prefer groups of about 10-12 in size. Large groups must be divided. Length of tour varies according to age group.

No fees for tours or to do research.

Informational brochures (free) and numerous publications on Maryland history and government are offered (some for sale).

Hours: Monday thru Saturday, 8:30am to 4:30pm. Search Room closed on Holidays and on Saturdays from 12-1pm.

New State Archives building will open late in 1986 and will be able to accomodate larger tour groups.

Contact: Phebe Jacobsen, Senior Archivist

Moorland-Spingarn Research Center
Howard University
500 Howard Place
Washington, D.C. 20059
(202) 636-7239

Collections include extensive materials on Afro-American, African, and Caribbean history and culture.

All groups welcome. No formal tours available but staff will provide an orientation to the Research Center.

Offer handouts on the history of the Research Center.

Hours: Monday thru Thursday, 9:00am to 8:00pm.
Friday, 9:00am to 5:00pm.
Saturday, 9:00am to 4:30pm.

National Archives
Washington, D.C. 20408
(202) 523-3000 General Information
(202) 523-3216 Public Affairs and Exhibits Office

Collection contains the records of the United States Government dating back to 1775; includes extensive genealogical research material. Genealogical/Historical workshops offered periodically.

Guided tours available by appointment only at 10:15am and 1:15pm Monday thru Friday. Maximum number - 50 persons. Tour takes approximately 1½ hours.

No fees required.

Handouts describing Archives' collections and publications on various aspects of historical/archival information may be obtained.

Hours: General Exhibit Hall--Open 7 days a week, 8:00am to 5:30pm
Research Rooms--Monday thru Friday, 8:45am to 5:00pm
Saturday, 8:45am to 5:00pm
Closed Sundays and Federal Holidays

National Association for the Advancement of Colored People (NAACP)
26 West 25th Street
Baltimore, Maryland 21218
(301) 366-3300

Collections include correspondence, clippings, and other materials pertaining to the operations of the NAACP in its work for freedom, equality and justice for Afro-Americans. Region VII (including Maryland, Virginia, and the District of Columbia) is located on Gwynn Falls Parkway, as is the State office. (State office: Mr, Nathaniel Smith, 523-7733. Region VII office:
Groups welcome. Each office will explain the work of the NAACP to small groups of not more than 10 at a time. Visit will take one half hour or more depnding on questions.

Handouts and publications available.

No entrance fees.

Hours: 10:00am to 4:00pm Monday thru Friday.

Contact: City Office--Ms. Barbara Cooper 366-3300
Region Office--Dr. Emmett Burns 523-7733
State Office--Mr. Nathaniel Smith 523-7733

National Museum of African Art
318 A Street N.E.
Washington, D.C. 20002

Collection includes artifacts and documents relating to African Art; special collection of sculpture and textiles.

Group Tours available; maximum group size - 50; will coordinate special programs for different age groups; tour takes approx. 1 hour.

Educational materials available for loan (with deposit).

1st and 3rd Saturdays - Storytelling Hour.

Arrangements can be made for personnel to visit local schools for lectures for traveling expenses.

Hours: Monday thru Friday, 10:00am to 5:00pm; Saturday and Sunday, 12:00pm to 5:00pm.

Peale Museum
217 N. Charles Street
Baltimore, Maryland
(301) 396-1149

Collection includes approximately two file drawers of materials gathered by the Citizens for Black History (a group once affiliated with the Peale). Contains original documents (manumission papers, bills of sale, racial question tracts, etc.) and other research materials.

Contact: Dean Krimmel

Prince Georges County Memorial Library
5450 Oxon Hill Road
Oxon Hill, Maryland 20021
(301) 839-2400

SOJOURNER TRUTH COLLECTION: 16,000 volumes. most of which deal with some aspect of the general theme: "The American Negro...His History, His Accomplishments, and His Problems." Special collection of literature by and about black Americans.

All researchers welcome.

Parking available.

Informational brochures on collection given upon request.

Contact: Margaret Thrasher, Librarian

St. James First P.E. Church
Lafayette and Arlington Avenues
Baltimore, Maryland 21217
(301) 523-4588

Records include the papers of the late Father George Bragg, books, first editions of the Afro-American Ledger and the Afro-American Newspaper, church rosters, baptismals, marriages, births, deaths, clippings of activities.

Researchers invited by appointment.

Contact: Father Donald O. Wilson, Rector

St. Mary's City Commission
Historic St. Mary's City
P.O. Box 39
St. Mary's City, Maryland 20686
(301) 862-1634

First capital of Maryland 1634-1695; Reconstructed State House (1676), archaeological excavations, 17th century inn, Broome Howard Plantation (1840's), 17th century farm.

Guided tours available by appointment. Special tour offered on blacks in St. Mary's County utilizing Broome-Howard House and slave quarters.

Contact: Public Information and Interpretation Department

Soper Library
Morgan State University
Hillen Road & Cold Spring Lane
Baltimore, Maryland 21214
(301) 444-3488

The Beulah Davis Room of Afro-American History. Contains a wide variety of materials on the Afro-American experience in the United States and abroad. A considerable number of items are on blacks in Maryland. Holdings are extensive ranging from artifacts and manuscripts to theses of Morgan graduate students to the copys and descriptions of inventions by Afro-Americans.

Guided tours available by appointment. Maximum number -- 30 persons. Tour takes approximately 1 hour.

Hours: During School Year--Monday thru Thursday, 8:00am to 11:00pm
Friday, 9:00am.to 9:00pm
Saturday, 9:00am to 9:00pm
Sunday, 1:00pm to 11:00pm

Handouts and Publications available.

Contact: Ms. Karen Robertson, Director of the Library

Raymond A.C. Young Historical Society
Bethel A.M.E. Church
1300 Druid Hill Avenue
Baltimore, Maryland 21217
(301)542-0922 (After 4/5:00 pm)

Collection contains materials relating to the incorporation of the African Methodist Episcopal Church in Maryland and its history.

Guided tours available. ½ Hour to 45 minutes in length.

Hours: Call for an appointment.

Contact: Mrs. Melba Wharton

Women's Christian Temprance Union
516 North Charles Street
Baltimore, Maryland 21201
(301)727-2174. If no answer call Mrs. Adam Scharf, 488-7964.

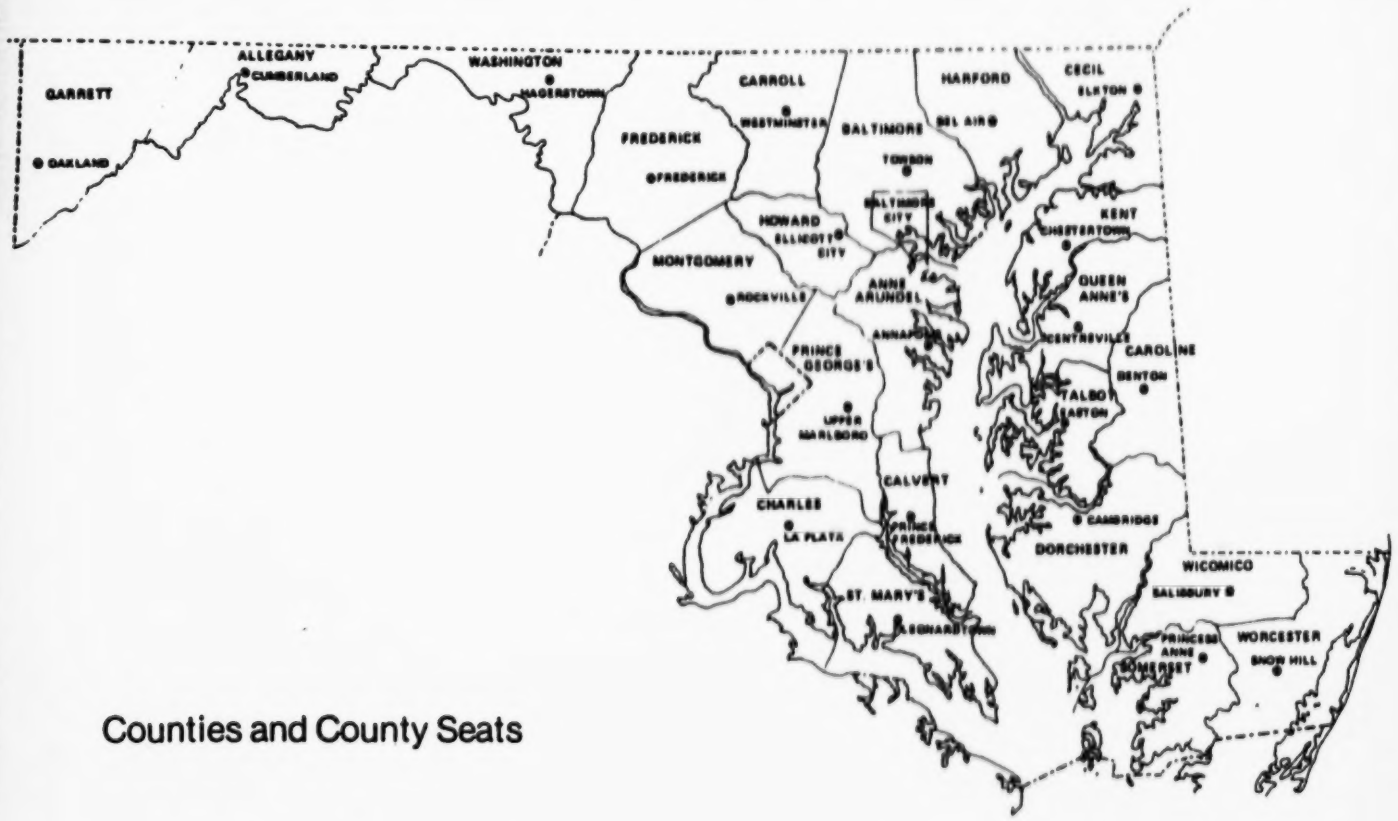
Has records of black women's activites under the supervision of Francis Ellen Watkins Harper, Margaret Peck and Violet Hill Whyte. These include clippings, letters, and articles.

Must make an appointment before seeing records.

Women's Civic League
9 Front Street
Baltimore, Maryland
(301)837-5424

Houses records of the Cooperative Women's Civic League (an organization of black women) which merged with this organization in 1964.

Must make an appointment before seeing records.



Counties and County Seats

SOURCE: Maryland Manual 1983-1984, Hall of Records Commission, 1983, p. 492.

COUNTY COURTS OF MARYLAND

ALLEGANY COUNTY
Circuit Court
Washington Street
Cumberland, Maryland 21502
(301) 777-5922

ANNE ARUNDEL COUNTY
Circuit Court
Courthouse
P.O. Box 71 Church Circle
Annapolis, Maryland 21401
(301) 224-1398/224-1397

BALTIMORE CITY
Court House
111 N. Calvert Street
Baltimore, Maryland 21202
(301) 396-5064

BALTIMORE COUNTY
County Courts Building
401 Bosley Avenue
Towson, Maryland 21204
(301) 494-3100

CALVERT COUNTY
Circuit Court
Courthouse
Prince Frederick, Maryland 20678
(301) 535-1600

CAROLINE COUNTY
Courthouse
P.O. Box 458
Market Street
Denton, Maryland 21629
(301) 479-1811

CARROLL COUNTY
Courthouse
Westminster, Maryland 21157
(301) 848-4500

CECIL COUNTY
Courthouse
Elkton, Maryland 21921
(301) 398-0200

CHARLES COUNTY
Courthouse
La Plata, Maryland 20646
(301) 645-0500

DORCHESTER COUNTY
Courthouse
P.O. Box 150
Court Lane
Cambridge, Maryland 21613
(301) 228-0480

FREDERICK COUNTY
Courthouse
Frederick, Maryland 21701
(301) 694-2017

GARRETT COUNTY
Courthouse
Oakland, Maryland 21550
(301) 334-2543

HARFORD COUNTY
Courthouse
Main Street
Bel Air, Maryland 21014
(301) 838-6000

HOWARD COUNTY
Courthouse
8360 Court Ave.
Ellicott City, Maryland 21043
(301) 992-2111

KENT COUNTY
Courthouse
Chestertown, Maryland 21620
(301) 778-4600

MONTGOMERY COUNTY
Courthouse
27 Courthouse Square
Rockville, 20850
(301) 251-7073

PRINCE GEORGE'S COUNTY
Courthouse
Upper Marlboro, Maryland 20772
(301) 952-3655

QUEEN ANNE'S COUNTY
Courthouse
P.O. Box 460
Centerville, Maryland 21617
(301) 758-1773

COUNTY COURTS OF MARYLAND (CONT'D)

ST. MARY'S COUNTY
Courthouse
Box 308
Leonardtown, Maryland 20650
(301) 475-5621

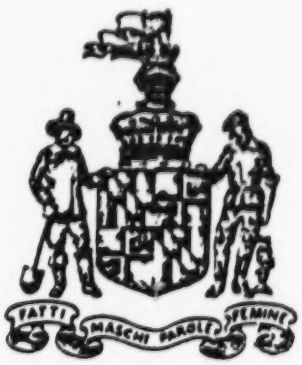
SOMERSET COUNTY
Courthouse
Princess Anne, Maryland 21853
(301) 651-1555

TALBOT COUNTY
Courthouse
North Washington Street
Easton, Maryland 21601
(301) 822-2611

WASHINGTON COUNTY
Courthouse
Hagerstown, Maryland 21740
(301) 791-3116

WICOMICO COUNTY
Courthouse
P.O. Box 198
Salisbury, Maryland 21801

WORCESTER COUNTY
Courthouse
Room 222
Snow Hill, Maryland 21863
(301) 632-0700



RESOURCES FOR BLACK HISTORY AT YOUR DOORSTEP

ARTICLES

"Black Women Doctors on the Maryland Scene."
Frances N. Beckles. Maryland Magazine.
Winter 1978, VII, no. 2, pp. 15-19.
This article provides brief biographical sketches of black women doctors in Maryland.

"They Called Her Moses Harriet Tubman."
Margaret Barton Duggs. Maryland Magazine
Summer 1980, V. 12, no. 4, pp. 20-23
This article describes the life of Harriet Tubman.

"Two Black Poets." Brophy O'Donnell
Maryland Magazine. Spring 1981, V. 13, No. 3, pp. 20-23.
Two black poets, Lucille Clifton and Jessica Locklear, discuss their meeting and life in Maryland.

BOOKS

Ahdoolo: The Biography of Matthew A. Henson.
Floyd Miller. New York, NY Dutton, 1963
Biography of Matthew Henson, black american, who accompanied Peary to the North Pole.

The Bannekers of Bannaky Springs. Deloris Harrison.
New York, NY Hawthorn, 1970.
The life of Benjamin Banneker is discussed.

Benjamin Banneker: Astronomer and Scientist.
Margaret G. Clark. Champaign, IL
Garrard Publishing Co., 1971.
This is an easy-to-read book which describes Banneker's remarkable talents.

Benjamin Banneker: Genius of Early America
Lillie Patterson. Nashville, TN Abingdon, 1978
Grandson of an indentured English servant and an African prince sold into slavery, Benjamin Banneker grew up in an atmosphere of love, hard work, and learning. Encouraged by his grandmother, Quaker friends, and the Ellicott family, he absorbed vast knowledge, becoming an accomplished musician, mathematician, surveyor, inventor (first American wooden clock) and writer (almanac); pen-and-ink drawings; inspirational reading for elementary and junior high school students.

Benjamin Banneker: The Man Who Saved Washington
Claude Lewis. New York, NY McGraw-Hill, 1970.
This book tells the story of Benjamin Banneker, a mathematician and inventor, who made the first American clock of wood in 1789 and was chosen to be a member of George Washington's committee to plan the capital city.

A Black Explorer at the North Pole. Matthew Henson
New York, NY: Walker, 1969.
A reprint of Matthew Henson's 1912 account of his trek to the North Pole with Robert E. Peary and four Eskimos in the spring of 1909. His compelling autobiography tells of the fascination of the Arctic wastelands, the primitive ways of the Eskimos and the incredible hardships the men fared to conquer the North Pole.

A Chronology of the Life of Benjamin Banneker: Son of Maryland.
Annapolis, MD: Maryland Commission of Afro-American History and Culture, n.d.
This chronology of the life of Benjamin Banneker is offered to bring wider public attention to the achievements of this extraordinary free black citizen of Maryland during the Revolutionary era.

Frederick Douglass. Charles P. Graves. New York, NY
Putnam, 1970.
A biography of Frederick Douglass which covers his life as a child, slave, free man, and abolitionist.

Frederick Douglass Fights for Freedom. Margaret Davidson.
Bristol, FL Four Winds, 1968
Born a slave, he educated himself and at the age of twenty-one, he ran away to the Northern states where he could live as a free man. He spent the rest of his life fighting for his people through a newspaper he founded, through speeches and through his work on the Underground Railroad.

Frederick Douglass, Freedom Fighter.
Lillie Patterson. Champaign, IL:
Garrard Publishing Company, 1965.
This is an easy-to-read book with pictures on the life of Frederick Douglass.

Frederick Douglass: Slave Fighter, Free Man.
Arna Bontemps. New York, NY Alfred Knopf, 1959.
This book focuses on Douglass's childhood in Maryland and his sufferings as a slave.

Freedom Train: The Story of Harriet Tubman. Dorothy Sterling.
Garden City, NY Doubleday, 1963.
A story of the woman who was called "Moses" because she escaped from slavery and eventually led 300 of her people to freedom.

Harriet and the Promised Land. Jacob Lawrence
New York, NY Simon & Schuster, 1968.
A picture story of Harriet Tubman poetically told and illustrated by the famous black artist with paintings.

Harriet Tubman: Conductor of the Underground Railroad.
Ann Petry. New York, NY: Crowell, 1955.
Born a slave in Maryland, Harriet Tubman escaped. This story tells of how she went back repeatedly to help others gain freedom. She became known as "Moses" by the South—feared by plantation owners but never seen. She aided 300 of her people in making new lives.

Harriet Tubman: Flame of Freedom. Frances T. Humphreville
Boston, MA: Houghton, 1967.
A biography of the woman whose courage, faith, and intelligence aided the work of the Underground Railroad.

Harriet Tubman: Guide to Freedom. Sam and Beryl Epstein
Chaimpaign, IL: Garrard Publishing Co., 1968.
Harriet Tubman's association with the Underground Railroad is described.

Harriet Tubman: The Moses of Her People.
Ida S. Meltzer. Brooklyn, NY:
Book-Lab, Inc., 1972
This is a story of Harriet Tubman, the conductor of the Underground Railroad.

Harriet Tubman: The Moses of Her People. Sarah Bradford.
Secaucus, NJ: Citadel Press, 1974.
This book describes the life of Harriet Tubman.

The Life of Benjamin Banneker. Silvio Bedini
New York, NY: Scribner, 1972.
This is a definitive biography of a black astronomer.

Life and Times of Frederick Douglass. Frederick Douglass.
Adapted by Barbara Ritchie. New York, NY: Crawell, 1966.
An abridgement of the 1892 version of his autobiography which calls attention to a great Black who gave all his life to the cause of freedom.

Matthew Henson: Arctic Hero. Sheldon N. Ripley
Boston, MA: Haughton, 1966
A biography of the only black man with Admiral Peary when the North Pole was located.

Matthew Henson, Black Explorer. Edward Dolan
New York, NY: Dodd Mead, 1979.
A black man born in Maryland shortly after the Civil War, Matthew Henson held several different jobs until he met Robert S. Peary and became his personal servant, accompanying him on his early expeditions by reaching the North Pole with Peary.

The Mind and Heart of Frederick Douglass: Excerpts Speeches of the Great Negro Orator Frederick Douglasss. Barbara Ritchie
New York, NY: Crowell, 1968.
Born a slave in 1817, Douglass escaped to freedom at the age of twenty one. A few years later he had a reputation as an orator of exceptional brilliance in England and the United States. Grouped under ten headings are excerpts from over sixty speeches which Frederick Douglass delivered during his crusade against slavery and the nation's continual denial of equal rights to blacks even after the Civil War.

The Negro Almanac, A Reference Work on the Afro-American. Harry A. Ploski and James Williams. New York, NY: John Wiley & Sons, 1982.
This reference work provides the history, culture, and contributions of black americans.

The Negro in Maryland: A Short History.
Vera Foster Rollo. Lanham, MD:
Maryland Historical Press, 1972.
This book contains some material from the text, Your Maryland; with additional text and illustrations.

The Negro in Maryland Politics, 1870-1912.
Margaret Law Callcott, Baltimore, MD:
Johns Hopkins University Press, 1969.
This book discusses the role blacks played in politics and government in Maryland.

The Picture Life of Thurgood Marshall.
Margaret B. Young. New York, NY:
Watts, 1971.
This is the life story of the first black man to be appointed to the United States Supreme Court in pictures.

Runaway Slave: The Story of Harriet Tubman.
Ann McGovern. Bristol, FL:
Four Winds Press, 1968.
In this book, the author has portrayed the life of the famous conductor of the Underground Railroad.

Thurgood Marshall: Fighter for Justice. Lewis H. Fenderson
New York, NY: McGraw-Hill, 1969.
The life of Justice Marshall from his early education to his position as the first black Supreme Court Justice.

20 Black Women: A Profile of Contemporary Black Maryland Women.
Francis N. Beckles. Baltimore, MD: Gateway Press, 1978.
This book describes the contributions of twenty black Marylanders.

We Are Your Sisters: Black Women in the 19th Century.
Dorothy Sterling. New York, NY: W.W. Norton, 1984.
This is a lengthy compendium of letters, diary entries and reports from the more than 2,000 interviews of ex-slaves done during the Depression era WPA.

A Woman Called Moses. A Novel Based on the Life of Harriet Tubman.
Marcy Heidish. Boston, MA: Houghton Mifflin, 1976.
Harriet Tubman was called the "Moses of her people" for her role in guiding slaves to freedom in the North and in Canada through the Underground Railroad.

CASSETTES

Benjamin Banneker. Mahwah, NJ:
Troll Associates.
This cassette is from a group of cassettes dealing with famous black Americans and gives a brief biographical sketch of the famous inventor.

Frederick Douglass. Manwah, NJ:
Troll Associates.
This cassette is from a group of cassettes dealing with famous black Americans and gives a brief biographical sketch of this famous orator and abolitionist.

Harriet Tubman. Manwah, NJ:
Troll Associates
This cassette is from a group of cassettes dealing with famous black Americans and gives a brief biological sketch of the famous leader of the Underground Railroad.

Thurgood Marshall. Manwah, NJ:
Troll Associates.
This cassette is from a group of cassettes dealing with famous black Americans and gives a brief biographical sketch of the first black Supreme Court Justice.

FILM

Banneker: Man of Science. Chicago, IL:
Encyclopedia Britannica Educational Corp., 1971, 9 min. color.
This 16 mm film introduces the life and work of a distinguished Afro-American.

Frederick Douglass. Chicago, IL:
Encyclopedia Britannica Educational Corp., 1971, 9 min. color.
This 16 mm film depicts the contributions of the runaway slave who fathered the protest movement.

Frederick Douglass: The House on Cedar Hill.
New York, NY: McGraw Films, 1953, 17 min. B/W.
This 16 mm film traces the life and background of Frederick Douglass, and describes his role in the abolitionist movement.

Harriet Tubman and the Underground Railroad. New York, NY:
McGraw Films, 1964, 54 min. black/white.
This film describes the first nineteen trips Mrs. Tubman, a conductor on the Underground Railroad, made into slave territory between 1850 and 1860.

Harriet Tubman and the Underground Railroad. Santa Monica, CA:
BFA Educational Media, 1972. 21 min. color.
This 16 mm film reenacts one of Harriet Tubman's most dangerous trips in which she led four slaves out of Maryland.

Lillie May Jackson. Rockville, MD:
Montgomery County Public Schools, 1977. 14 min. color.
This 16 mm film highlights the accomplishments of Lillie May Jackson, the black and civil rights leader from Baltimore.

FILMSTRIPS

Benjamin Banneker. Chicago, Illinois,
Society for Visual Education, color.
This filmstrip portrays the life of Benjamin Banneker and his achievements.

Eubie Blake/Noble Sissle. New York, NY:
Guidance Associates, 1973.
Eubie Blake discusses his childhood and his career as a composer. Noble describes his youth and life in show business.

Frederick Douglass. Chicago, Illinois
Society for Visual Education, color.
This filmstrip depicts the life and accomplishments of the great orator, Frederick Douglass.

Harriet Tubman. Chicago, Illinois
Society for Visual Education, color.
This filmstrip describes the life of Harriet Tubman and her efforts to aid the slaves through the Underground Railroad.

Harriet Tubman. Mamaroneck, NY:
Troll Associates, 1969.
A study of the life of Harriet Tubman, her work with the Underground Railroad, her services during the Civil War, and her efforts to promote women's rights are highlighted.

Maryland Blacks: A History. Baltimore, MD:
S.C. Watkins Co, 1977.
This is a picture history of black people in Maryland history.

AFRO-AMERICA: A BIBLIOGRAPHY OF RESOURCES

In The State Media Services Center

AUDIOVISUAL RESOURCES

Black and White: Unless We Learn to Live Together, 16 min. color. F.605
Two young men learn that goodwill is not always enough to solve racial problems. The personal experiences of these two men, one black and one white, are examined to promote a better understanding between races.

Black and White: Uptight, 35 min. color. F.380 F.490
Discusses the myths that perpetuate prejudice against blacks in our society and how the social and economical differences are learned.

Black Authors, videocassette, 30 min. VCT
Authors of children's books, Lucille Clifton, Eloise Greenfield, and Sharon Bell Mathis, comment on their writing experiences and share their views on the need for books about black people.

Black History, Lost Stolen or Strayed (Of Black America Series) 2 pts. 54 min. ea. B/W F.384,385
Examines the role black people have played in the development of the United States. Some false impressions of blacks are dispelled and a look is taken at specific contributions which have been excluded in textbooks.

Equal Opportunity 22 min. color. F.581
Discusses the importance of equal opportunity and argues against discrimination in employment.

Heritage of Slavery (Of Black America Series) 2 pts. 54 min. ea. B/W F.587,588.
Interviews with black activists and decendants of plantation owners demonstrate the beginnings of certain attitudes which bred rebellion during the pre-civil war period.

Now Is The Time 36 min. color. F.569
Presents the history and cultural heritage of the Black American. The words of Langston Hughes, Countee Cullen, Malcolm X, Stokely Carmichael, and James Baldwin are used to tell the story.

BOOKS (*Reference Titles)

The Black Almanac. By Alton Hornsby, Jr. New York: Barron's Educational Series, Inc. 1973. A convenient repository of important facts concerning the Afro-American in the United States. The period covered is from slavery 1619 to modern times 1972.
R 917.30 H

Directory of Afro-American Resources. Edited by Walter Schatz. New York: R.R. Bowker Company, 1970. R. 917.306 R.
A directory of institutions and collections of resource materials which document the history and experiences of Black Americans.

International Library of Negro Life and History. 10v. set. Pennsylvania: Publishers Agency, Inc. 1976.
Published under the auspices of the Association for the Study of Afro-American Life and History, this series of volumes treat, in detail, the cultural and historical backrounds of Black Americans. Titles in the set include:

Anthology of the Afro-American in the Theatre	R 792 P
The Black Athlete: Emergence and Arrival	R 796.092 H
Historical Afro-American Biographies	R 920 R
Afro-Americans in the Civil War	R 973.715 W
Quest for Equality: From Civil War to Civil Rights	R 973 W
I Too Am America: Documents from 1619 to the Present	R 973 R
In Freedom's Footsteps: From the African Backround to the Civil War	R 973 W
The History of the Afro-American in Medicine	R 610 M
Introduction to Black Literature in America	R 810.0 P
The Afro-American in Music and Art	

The Negro Almanac: Reference Work on the Afro-American. Edited by Harry A. Ploski. New York: Bellwether Company, 1983. R 973.04 P.
A comprehensive reference work on the history and culture of Black Americans. (illustrations included).

The Negro in America: A Bibliography. Compiled by Elizabeth W. Miller. Mass.: Harvard University Press, 1966. R 016.301451 M.
An extensive bibliography which concentrates on works appearing between May 17, 1954 and August 1965. The bibliography includes am index of cited authors.

CIRCULATING TITLES

An American Dilemma: The Negro Problem and Modern Democracy. Myrdal. New York: McGraw Hill, 1964. 301.451 M
A landmark study which emphasized social forces and proposed "...to point out the dynamic forces of change and to illustrate some of the specific changes.

Black Agenda for Career Education. Edited by Roosevelt Johnson. Ohio: ECCA Publications, 1974. 331.702 J.
A presentation of data and ideas on career education meant to "...raise questions, provide answers, stimulate speculation, present empirical findings, share contemporary thinking, and to sound warnings which are gyrating the concept (or possible sinister scheme) career education."

The Black Child: A Parent's Guide. By Phyllis Harrison-Ross and Barbara Wyden. New York: Wyden, 1973. 649.15 H
A practical guide for black parents who are interested in raising their children in an environment beginning with self acceptance.

Black-Eyed Susan: Classic Stories By and About Black Women. Edited by Mary Helen Washington. New York: Anchor Books, 1975. 813 B
A collection of stories seen from the perspective of the black woman writer.

Black Manifesto for Education. Edited by Jim Haskins. New York: Morrow Press, 1973. 371.97 H
A collection of 10 essays organized in two major categories: "Blacks and Urban Education" and "Blacks in Higher Education." The essays represent a variety of approaches for achieving quality education. Included among the 10 is a speech by Kenneth B. Clark titled "Issues in Urban Education."

Black Rage. By William Grier and Price M. Cobbs. New York: Basic Books, 1968. 155.8 G
Two psychiatrists look at the mental disorders suffered by blacks as they try to cope with the effects of white American culture.

The Black School Superintendent: Messiah or Scapegoat. By Hugh J. Scott. Wash. D.C.: Howard University Press, 1980. 371.2 S
The author, formerly the Superintendent of Schools for the District of Columbia, examines the problems and politics surrounding black educators in this role and speculates on the future of the school superintendency.

Building Library Media Collections: A Bibliography. Compiled by Rosa Presberry. Maryland: State Department of Education, 1981. SR MSDE
A comprehensive bibliography of selected sources which identifies sources of print and non-print materials to support student's educational needs. A section on multi-cultural education is included.

Education and Race: An Analysis of the Educational Production Process. By Eric Hanushek. Massachusetts: Lexington Books, 1972. 370.973 H
An examination of the education of minorities in the U.S. Includes an appendix which discusses the Office of Education survey in connection with Section 402 of the Civil Rights Act of 1964.

Education of Black Folk: The Afro-American Struggle for Knowledge in White America. By Allen B. Ballard. New York: Harper and Row, 1973. 378.73 B
A description of the struggle for equal education set in the context of past and present equity and inequity.

Culture and Language: The Black American Experience. By William S. Hall and Roy O. Freedle. Washington: Hemisper Publishing Corporation, 1975. 301.21
This book reviews the various ways in which the treatment of black experience in the United States has caused dilemmas in education and in other areas. Suggestions are offered to remedy the situation.

Death at an Early Age: The Destruction of the Hearts and Minds of Negro Children in the Boston Public Schools. By Jonathan Kozal. Boston: Houghton Mifflin, 1967. 370.1934 K
An account of one teacher's experiences in the Boston Public School System during the 1960's.

Ethnic America. By Thomas Sowell. New York: Basic Books, Inc., 1981. 373.04 S
The author takes a look at the ethnic communities that represent America and deliniates the history of their arrival, their influences on our culture, and posits theories on how and why they developed as they have.

Image of the Black in Children's Fiction. By Dorothy M. Broaderick. New York: R.R. Bowker, n.d. 813 B
An historical and critical analysis of the portrait of the black that emerges from children's books published between 1827 and 1967.

Negro Education in America: Its Adequacy, Problems, and Needs. Edited by Virgil A. Clift et. al. New York: Harper and Row, 1962. 371.97 C
Sixteenth yearbook of the John Dewey Society. An objective and constructive attempt to discuss the problem of the "education of the Negro in the United States." Twelve essays are grouped into four parts: Background, The Problem, The Changing Situation, and The Future Task.

The Negro in Maryland. By Vera F. Rollo. Maryland: Maryland Historical Press, 1972. 917.52 R.
Traces the history of the Negro in Maryland from the arrival of the first Negro settlers.

Teacher's Guide to American Negro History. By Loren Katz. Chicago: Quadrangle Books, 1968. 016.301451
Stresses the integration of the Negro into the American history course of study. "Its main categories are those of typical American history courses taught in our secondary schools, not those of 'Negro history.'"

Step It Down: Games, Plays, Songs, and Stories from the Afro-American Heritage. By Bessie Jones and Bess F. Hawes. New York: Harper and Row, 1972. 796.13 J
"Games, dances, and songs of the Negro South" based on material of the Georgia Sea Island Singers.

SPEAKER'S LIST

ABOUT THE SPEAKER'S LIST

The persons included in this Speaker's List have agreed to volunteer their time to augment existing materials, and to provide enrichment activities in the instruction of Black History. Most are available throughout the school year, but schools and organizations should contact the preferred individual(s) well in advance of the requested speaking date to determine availability.

Preferences, if any, for geographic area, type of audience, dates and times are included with the speaker's name. In most instances, presentations can be adapted to meet the specific needs of the classroom teacher or group. Therefore, many speakers have given broad topics or they are listed as being "open" or "flexible." These speakers also provide black students with traditional and nontraditional role models.

We encourage you to expand this list by seeking out resource people of diverse backgrounds in your area to augment this list so that it truly becomes Black History At Your Doorstep.

Please help us in this endeavor by completing the following form.

POTENTIAL PERSONS FOR BLACK HISTORY SPEAKERS BUREAU

NAME_____

TITLE OR ORGANIZATION (if any)_____

CONTACT ADDRESS_____

_____

TELEPHONE NUMBER(S) HOME_____

WORK_____

YES, I will be available to participate as a speaker pertaining to Afro-American History in the following ways:

1. Your name, address, topic, and preference for time and location will be listed in the Afro-American History Week Resource Packet mailed to all public schools and libraries throughout the State.

2. I would be willing to speak on the following Afro-American subject(s):

   _____

   _____

   _____

3. I would prefer to speak to a (check all appropriate)

   ____ Class ____School Assembly ____Community Meeting

   Other (specify) _____

4. I would prefer the following:

   a. Dates and Times_____

   b. Geographic Location(s)_____

5. Additional Ideas/Suggestions/Comments:

   _____

   _____

   _____

   _____

Please complete and return no later than March 1, 1986 to:

Ms. Mary Louise Jones
Organizational Specialist in Race Equity
Office of Equal Opportunity
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

SPEAKERS' LIST

Dr. William Anderson, Maryland State Department of Education, 200 W. Baltimore Street, Baltimore, Maryland 21201 (301) 659-2229; Audience preference: Flexible; Dates and Times: Open upon availability; Geographic location: Flexible; Topics: Blacks and Rehabilitation.

Dr. Samuel L. Banks, Supervisor of Social Studies, Baltimore City Public Schools, 181 North Bend Road, Baltimore, Maryland 21229 (301) 396-1529; Audience Preference: School assembly, community meetings; Dates and Times: Open upon availability; Geographic location: Washington-Baltimore Metro Area; Topics: Educations of Blacks before and after the Brown School Decision, Black Americans in a Multi-ethnic/Multicultural Social Studies Curriculum, NAACP and the struggle for freedom and equality of opportunity, Contemporary Black heroes and heroines, Blacks and Jews in the struggle for social justice, Contemporary Black leadership.

Solomon Baylor, Judge, Circuit Court, Courthouse-East, Room 329, Baltimore, Maryland, 21202 (301) 396-4916; Audience Preference: Middle and High School; Dates and Times: Flexible; Geographic location: Flexible. Topics: Contributions of Black lawyers, Politics-Impact on Economics.

Bell, Robert M., Associate Judge, Court of Special Appeals. 626 B Courthouse East, 111 N. Calvert Street, Baltimore, Maryland 21202 (301) 659-6396; Audience Preference: Flexible; Dates and Times: Flexible; Geographic Location: Flexible; Topics: Selected Topics.

Sharon Blake, Member of Black History Committee and teacher at Northwestern High School, 6900 Park Heights Avenue, Baltimore, Maryland 21215 (301) 396-0646; Audience Preference: Flexible; Dates and Times: Open Upon Availability; Geographic Location: Baltimore-Metro area; Topics: Selected Afro-American History Topics.

Dorothy Edwards Brunson, WEBB Radio Station, 2018 Dennison Street, Baltimore, Maryland 21216 (301) 566-9200; Audience Preference: Flexible; Dates and Times: Must be notified and appointments confirmed; Geographic Location: 10 to 30 mile radius; Topics: Black Women, Media & Blacks (film, radio, television), Black Economic Development.

Mary W. Conaway, Register of Wills Baltimore City, 3210 Liberty Heights Avenue, Baltimore, Maryland 21215 (301) 752-5131; Audience Preference: School Assembly, Community Meetings; Dates and times: Flexible; Geographic Location: Baltimore City; Topics: Education, Politics, Economics.

Elijah E. Cummings, Chairman/Maryland Legislative Caucus, 2225 St. Paul Street, Baltimore, Maryland 21218 (301) 366-1494; Audience Preference: Class, School assemblies, Community meetings; Dates and Times: Anytime except January-April; Geographic Location: Baltimore-Metro Area; Topics: The Importance of Black in Building A Strong Society. The Significance of the Black Family. The Importance of Religion to the Black Society.

C. Vernon Day, Chairman/Professor of Political Science, Morgan State Department of Political Science and International Studies, Morgan State University, Cold Spring Lane and Hillen Road, Baltimore, Maryland 21239 (301) 444-3277; Audience Preference: Class, school assemblies, community meetings; Dates and Times: Tuesdays or Thursdays anytime of the day; Geographic Location: Baltimore-Metro Area; Topics: Black Politics, Black History, Blacks in Presidential Elections, State/Local Politics.

Verna Lee Day, Social Security Administration, Speaker for the International Toastmistress Organization, Member of the Arena Players, 4502 Kathland Avenue, Baltimore, Maryland 21207 (301) 594-2903; Audience preference: Flexible; Dates and Times: Notify two days in advance. Prefer mornings in schools; Geographic Location: Baltimore Metro Area; Topics: Dramatic readings, speeches, etc. on Black topics.

Irene Dandridge, President of Baltimore Teachers Union, 2527 St. Paul Street, Baltimore, Maryland 21218 (301) 243-0353; Audience Preference: Flexible; Dates and Times: Flexible; Geographic Location: Flexible; Topics: Open.

William A. DeShields, Retired Colonel, U.S. Army, 404 Golf Court Course, Arnold, Maryland 21012 (301) 757-4250; Audience Preference: Class (prefer junior high and above), school assembly, community meetings; Dates and Times: Open Upon Availability; Geographic Location: Will Travel; Topics: The participation of Blacks in ten major wars involving our nation. (The Revolution, War of 1812, Mexican-American, Civil War, Spanish-American, WWI, WWII, Korean War, Vietnam, Indian Wars).

Charles Diggs, Founder of the Afro-American Heritage Society, Route 2, Box 8, IndianHead, Maryland 20640 (301) 753-6102; Audience Preference: Flexible; Dates and Times: Flexible; Geographic Location: Flexible; Topics: Selected Topics.

Jeanette Fausz, Historical Researcher, Maryland Commission on Afro-American History and Culture, 84 Franklin Street, Annapolis, Maryland 21401 (301) 269-2893; Member of Black History Committee; Audience Preference: Flexible; Dates and Times: Flexible; Geographic Location: Flexible; Topics: Banneker-Douglass Museum and selected Afro-Maryland History Topics.

Francis Gates, Retired Educator, 112 Caroline Street, Denton, Maryland 21629 (301) 479-2087; Audience Preference: Flexible; Dates and Times: Flexible; Geographic Location: Eastern Shore; Topics: Blacks in Education.

Woodrow B. Grant, Director of The Office of Equal Opportunity, the Maryland State Department of Education, 200 W. Baltimore Street, Baltimore, Maryland 21201 (301) 659-2228; Audience Preference: Flexible; Dates and Times: Flexible; Geographic Locations: Flexible; Topics: Equity Issues, the Black Family.

Harvey, Charles, Maryland Commission on Human Relations, 20 E. Franklin Street, Baltimore, Maryland 21202 (301) 659-1766; Audience Preference: All age groups; Dates and Times: Flexible; Geographic Location: Baltimore-Washington area; Topics: African Folktales--Will speak on any subject pertaining to Black History if notified soon enough.

Barbara Jackson, Co-Chairman of Black History Committee and Community Education Office, Banneker-Douglass Museum, 84 Franklin Street, Annapolis, Maryland 21401 (301) 269-2893; Audience Preference: Flexible; Dates and Times: Flexible; Geographic Location: Flexible; Topics: Banneker Douglass Museum.

Phebe Jacobson, Maryland Hall of Records, Annapolis, Maryland 21404 (301) 269-3914; Member of Black History Committee; Audience Preference: Flexible; Dates and Times: Open Upon Availability; Geographic Location Flexible; Topics: Maryland Hall of Records.

Kenneth Johnson, Judge, Circuit Court #4 of Baltimore City, Room 436 Mitchell Court House, Baltimore, Maryland 21202 (301) 396-5066; Audience Preference: School Assemblies; Dates and Times: Evenings and Weekends; Geographic Location: Baltimore City; Topics: The Civil Rights Movement of the 1960's. The Criminal Justice System from a Black Perspective.

Loretta Johnson, Para Chapter, Baltimore Teachers Union, 2527 St. Paul Street, Baltimore, Maryland 21218 (301) 243-0353; Audience Preference: Flexible; Dates and Times: Flexible; Geographic Location: Flexible; Topics: Open.

Mary Louise Jones, Administrator, Co-Chairman of Black History Commission, 1915 Harrow Lane, Cumberland, Maryland 21502 (301) 724-5338; Audience Preference: High School--Community Groups; Dates and Times: Flexible; Geographic Location: Flexible; Topics: The Black Family, The Black Family in Education.

Michael Waring Lee, Chief Judge, Orphan's Court of Baltimore City, 311 Courthouse East, Baltimore, MD 21202 (301) 396-4597; Audience Preference: Class, school assemblies, community meetings; Dates and Times: Require six weeks notice; Geographic Location: Baltimore Metro Area; Topics: Great Kings of Africa, Law and the Afro-American, the Afro-American Family.

William Lee, Retired Administrator, 98 McMurray Street, Frederick, Maryland 21701 (301) 662-1496; Audience Preference: Flexible; Dates and Times: Flexible; Geographic Location: Howard, Frederick, and Washington counties; Topics: Equity Issues.

Elfreda Massie, Area Personnel Specialist, 6901 Charles Street, Baltimore, Maryland 21204 (301) 494-4146; Audience Preference: Flexible; Dates and Times: February; Geographic Location: Metro Area; Topics: Equity Issues--Selected Topics.

Dr. Roland C. McConnell, Professor, Morgan State University, Cold Spring Lane and Hillen Road, Baltimore, Maryland 21239 (301) 426-5245; Member of Black History Committee; Audience Preference: High School, Adults; Dates and Times: Open Upon Availability; Geographic Location: Flexible; Topics: Blacks in Maryland, Blacks in Reconstruction, Blacks in the Civil War, the Rise and Development of Afro-American History.

Kay N. McElvey, Route 1, Box 27, Hurlock, Maryland (301) 228-9224; Audience Preference: Class, School Assembly, Community Meetings, Seminars and Workshops; Dates and Times: Weekdays--Early Afternoons; Geographic Location: Eastern Shore; Topics: Lost Roots and Brainwashing, Who Am I, Integration and the Black Youth, No More Black History Month, Black Teens Having Babies, Integrating Blacks into the Curriculum.

Gregory Meekins, NAACP President, 700 Washington Street, Cambridge, Maryland 21613 (301) 228-4918; Audience Preference: Flexible; Dates and Times: Open Upon Availability; Geographic Location: Eastern Shore; Topics: Selected Topics.

Mfume, Kweisi, Baltimore City Councilman/WEAA Radio Station, City Hall, 100 Holliday Street, Room 522, Baltimore, Maryland 21202 (301) 396-4816; Audience Preference: All age groups; Dates and Times: Flexible; Geographic Location: Baltimore-Metropolitan area; Topics: Open. (Available after March.)

Charles Minor, Principal, Catonsville Elementary School, 615 Frederick Road, Catonsville, Maryland (301) 747-4061; Audience Preference: Assemblies and Community Groups; Dates and Times: Open Upon Availability; Geographic Location: Baltimore-Metro Area; Topics: The Role of the Black Parent.

Parren J. Mitchell, Congressman, 31 Hopkins Plaza, Room 1018, Baltimore, Maryland 21201 (301) 962-3223; Audience Preference: Flexible; Dates and Times: Six Weeks Advance Written Notice; Geographic Location: Flexible; Topics: Open.

Joseph R. Morton, Project Basic Administrator, Maryland State Department of Education, 200 W. Baltimore Street, Baltimore, Maryland 21201 (301) 659-2391; Audience Preference: Middle School and Above, Parent Groups; Dates and Times: Flexible; Geographic Location: Statewide; Topics: Career Choices, Education is Essential.

Norvice Goodwin Penny, EEO Specialist, Baltimore County Public Schools, 6901 N. Charles Street, Baltimore, Maryland 21204 (301) 655-9005; Audience Preference: Flexible; Dates and Times: Flexible; Geographic Location: Baltimore-Metro Area; Topics: Contemporary Issues/Black Women and Equity Issues.

Dwight Pettit, Chairman, NAACP Education Committee, 26 W. 25th Street, Baltimore, Maryland 21218 (301) 542-5400/542-4432; Audience Preference: Flexible; Dates and Times: Open Upon Availability; Geographic Location: Flexible; Topics: Selected Topics.

Agnes Purnell, ESOL Specialist, Baltimore County Public Schools, 6901 N. Charles Street, Baltimore, Maryland 21204 (301) 494-2043; Audience Preference: Flexible; Dates and Times: Flexible; Geographic Location: Baltimore-Metro Area; Topics: Learning Styles of Black Children.

Odell Ray, Retired Baltimore County Administrator, 6001 Baywood Avenue, Baltimore, Maryland 21209 (301) 358-2582; Audience Preference: Flexible; Dates and Times: Flexible; Geographic Location: Baltimore-Metro Area and surrounding counties; Topics: Equity Issues.

Kurt Schmoke, Baltimore City State's Attorney's Office, 204 Clarence M. Mitchell Courthouse; 100 N. Calvert Street, Baltimore, Maryland 21202 (301) 396-4987; Audience Preference: Flexible; Dates and Times: All requests must be received six weeks in advance; Geographic Location: Flexible; Topics: Open.

Phyllis Shelton, WJZ-TV, TV Hill, Baltimore, Maryland 21211 (301) 578-7571; Audience Preference: Flexible; Dates and Times: Open Upon Availability; Geographic Location: Baltimore City; Topics: Blacks in Media.

Guffrie Smith, Principal, Appeal Elementary School, Routes 2 & 4, Lusby, Maryland 20657 (301) 326-3693; Member of Black History Committee; Audience Preference: Elementary; Dates and Times: Flexible; Geographic Location: Calvert County; Topics: Selected Topics.

Greg Talley, Staff Specialist, Maryland State Department of Education, 200 W. Baltimore Street, Baltimore, Maryland 21201 (301) 337-4224; Audience Preference: Middle School and Above and Parent Groups; Dates and Times: Flexible; Geographic Location: Flexible; Topics: Technology in Education.

H. DeWayne Whittington, Somerset County Board of Education, Prince William Street, Princess Anne, Maryland 21853 (301) 651-1616; Audience Preference: Flexible; Dates and Times: Flexible; Geographic Location: Eastern Shore; Topics: Blacks in Education.

BLACK HISTORY INPUT FORM

WE WANT YOU!

Next year, we'd like to include the exciting and innovative activities developed by your school. Let us and the entire Maryland educational community know of your work by sending us copies of your accomplishments.

- Materials about Black Marylanders past and present.
- Copies of oral interviews.
- Sample lessons and activities.

Send materials to Mary Louise Jones, Maryland State Department of Education, 200 W. Baltimore Street, Baltimore, Maryland, 21201, Phone: (301) 659-2236